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ABSTRACT

The Tech Prep Early Childhood Professions Program is designed to provide high school and community college students in Texas with the necessary training and skills to find employment in the child care and education professions as teachers, directors, or special needs paraprofessionals. This Advanced Speciality Curriculum Guide is designed for students entering the final phase of the Tech Prep program and contains a set of advanced specialized courses that can serve as a model for community colleges to adopt or adapt according to local needs and demands. The guidebook is divided into seven sections: (1) early childhood professions: program organization and outline; (2) descriptions of certificate programs; (3) administrative courses, including "Administration of the Child Care/Education Program," "Management Techniques for Directors," and "Learning Environments, Activities, and Materials for Mixed-Age Groups"; (4) special needs paraprofessional courses, consisting of "Including the Child with Special Needs in the Community," "Integrated Learning Environments," and "Advanced Guidance Techniques"; and (5) school-age child care specialist courses, including "Recreational Activities for the School-Age Child," "Creative Expression Activities for the School-Age Child," and "Tutoring and Support Techniques for the School-Age Child." An appendix presents results of a survey of child care center directors on their requirements for special needs paraprofessionals, school-age child care specialists, and curriculum coordinators. A list of approximately 150 book, periodical, and audiovisual references, and of resources for instructors and students is included. (MDM)

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Tech Prep
Early Childhood Professions
Advanced Specialty Curriculum Guide
For Postsecondary Colleges

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June 1993

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FOREWORD

The *Tech Prep Early Childhood Professions Advanced Specialty Curriculum Guide* is the fifth and final work in a series designed to produce graduates prepared for immediate employment and career advancement, and to facilitate the transition of a student through an educational and career pathway. The Tech Prep program is designed to provide, through a multiple-entry, multiple-exit design, opportunities for students to enter and exit the program at various levels. Courses in this book culminate a student's preparation for an Associate of Applied Science degree with specialty designation, and the Advanced Skills Mastery Certificate.* Tech Prep training starts with coherently sequenced basic skills courses in early childhood education, continues with intermediate level instruction and hands-on experiences, and is finalized with an AAS degree with advanced mastery certification upon completion of advanced level instruction and experiences in one early childhood specialty area.

Part of a national education movement responding to *A Nation At Risk* (National Commission On Excellence In Education, 1983), the Tech Prep Early Childhood Professions program is part of a redesigned education system that is being endorsed by state leaders:

"All our young people must have access to a quality academic and technical education that will prepare them for successful employment in our changing workplace. I believe that the future economic development of our state depends on the ability of our schools and colleges to prepare a skilled and educated workforce. We must restructure our system of education and training to meet this challenge. This development and implementation of Tech Prep Associate Degree Programs is an exciting and innovative component of a restructured system." (Governor Ann Richards, October 1991).

Rationale

Today sixty-five percent of mothers with preschool children, toddlers, and infants are in the workforce. Sixty-three percent of Texas mothers with school-age children are working outside the home, creating large numbers of latch-key situations (Blank & Wilkins, 1985). By the year 2000 these percentages are projected to increase to 80 percent, respectively (Bureau of Labor Statistics, 1984). Although the numbers of women working outside the home is increasing, the availability and quality of child care falls way short of the demand (League of Texas Voters of the Texas education Fund, 1990).

* The Texas Higher Education Coordinating Board has authorized the Associate of Applied Science degree with Advanced Skills Mastery Certificate for Tech Prep Early Childhood Professions through its approval of Central Texas College's application to implement the developed model curriculum. Other Texas colleges desiring to award an AAS degree with the Advanced Skills Mastery Certificate must apply with the Higher Education Coordinating Board through the tri-agency (THECB, Texas Education Agency and Texas Employment Commission). Central Texas College's state model Tech Prep Early Childhood Professions program is the first child development curriculum in the state to receive final approval for award of an an AAS degree with an Advanced Skills Certificate. This accomplishment was made possible by many dedicated professionals who worked on the project. Their names are included in the acknowledgment section of each book in the series.

We know that increasing the number of child care facilities and employees is not a solution in itself. Child care and education programs need to be of high quality and high quality programs demand well-trained professionals who share a congruent training model. Numerous research studies conclude that the training a teacher receives is a major determinant of how well children fare in child care programs and later in elementary school. A nationwide study on children in child care concluded that one of the most important ingredients of quality child care was the on-going training of the teacher/caregiver. In programs where the teacher/caregiver had early childhood education training, the children behaved more positively, were more cooperative, and were more involved in the program. The children in these programs also made greater gains on standardized tests of learning (AT&T, 1988).

In Texas many employed child caregivers and teachers have limited training in child development. For those who do have training, it is dissimilar throughout the state. Students do have a multiplicity of choices for specialized training at the collegiate level. Thirty-seven two-year degree granting public colleges offer child development programs (Harriman, 1991). Many of these programs offer training at campus-based child development centers that are accredited with the National Academy of Early Childhood Programs, a division of the National Association For The Education Of Young Children, and many of the programs are staffed with published authors and respected leaders in the field. Differences in course offerings, requirements, content, and allocation of credits for completed work make each program unique. While academic autonomy has its advantages, separatism in a statewide delivery system for professional development of infant providers, preschool teachers, center directors, and special needs paraprofessionals can cause problems:

- Students who transfer from one public college to another often find themselves having to take required courses that weren't on their former degree plan or retaking courses that were similar to, if not the same as, previously completed course work.

- Students within the same department of a college graduate with disparate knowledge, skills, and laboratory experiences because course objectives are largely determined by the course text and/or the individual instructor.

- A.A.S. graduates who become preschool teachers, center directors, or family day home providers come to the workplace with a diverse range of competencies within cities, from city to city, and from region to region.

The lack of a coordinated training delivery system also contributes to a shortage of teachers who have specialized early childhood preparation, according to the National Association For The Education of Young Children. (NAEYC, 1991).

Program Features

The purpose of the Tech Prep Early Childhood Professions Program is to educate and train competent professionals who will provide quality care and education to young children, and to provide a single congruent curriculum for statewide adoption/adaptation with options for advanced mastery skills training in a specialized area. The vehicle for the training is driven by industry identified skills in a competency based format of direct instruction and apprenticeship experiences. Each of the 20 courses (except Growth and Development: Conception Through Pre-Adolescence, a lecture course) has been developed to encompass hands-on experiences with children.

The Tech Prep Early Childhood Professions curriculum targets the student who is interested in any number of careers in child development: child care/education teacher or director, school-age child care specialist, and Special Needs Paraprofessional to name a few. In addition, the program targets those students identified as "the neglected majority", (Parnell, 1989). Parnell defines the neglected majority as those students on the general track high school degree program. General track students constitute 50 percent of the high school population; unfortunately, most of these students emerge from high school with no marketable skills because of the unfocused nature of the degree plan. Tech Prep programs bring structure, substance, and marketable skills to the ordinary student.

The program reflects guidelines and requirements for Texas Tech-Prep programs as defined and described in *Tech Prep High School And Associate of Applied Science Degree Programs: Guidelines For Development And Implementation* (March 1992) which are consistent with federal requirements for Tech-Prep education programs as outlined in the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. Tech Prep Early Childhood Professions also reflects the goals of *Career Opportunities In Texas: The Master Plan For Vocational and Technical Education* (1991 Update).

Competencies for the Secondary, Postsecondary and Advanced Specialty Tech Prep Early Childhood Professions Curriculum were generated from several sources (see references). The competencies for beginning, intermediate, and advanced specialty courses in administration were ranked during the fall of 1990 by survey participants who represented directors of child care centers, and by teachers of child development programs in Texas high schools and colleges. The 208 respondents ranked the competencies for the position of child care assistant, preschool teacher, and administrator. Data analysis included the ranking of each competency, demographic information, and open ended comments. The ranked competencies were reviewed by the Tech Prep Child Development steering committee, and placed on appropriate levels for grades 11, 12, and postsecondary.

In addition to Administration, other advanced specialty courses, offered the final semester of a Tech Prep student's AAS degree plan, were identified and reviewed by steering committee members in the Spring and Fall of 1992. Several areas of specialization were determined. The competencies for specialized career courses were rated by industry employees and officials germane to each specialization. Survey results, including demographic information and open-ended comments, for Special Needs paraprofessional, School-Age Child Care Specialist, and Curriculum Coordinator, are included in the appendix of this guidebook.

The *Tech Prep Early Childhood Professions Advanced Specialty Curriculum Guide* is designed for students entering the final phase of the Tech Prep program. It is a set of advanced level specialized courses to be taken **after** core curriculum courses described and outlined in previous curriculum guidebooks: *2+2 Tech Prep Early Childhood Professions I Curriculum Guide*, *2+2 Tech Prep Early Childhood Professions II Guidebook*, and *Tech Prep Early Childhood Professions Postsecondary Curriculum Guidebook*. The *Tech Prep Early Childhood Professions Advanced Specialty Curriculum Guide* was developed over an 11 month period under the Carl Perkins Education Act. It serves as a model for junior colleges throughout the state to adopt or adapt according to local needs and demands.

In compliance with the recommendations of Tech Prep Vocational Education, Early Childhood Professions courses are based on the following principles:

- A mastering of competencies employers have identified.
- A structured and coordinated curriculum that begins in the 9th grade and is developed through the postsecondary level.
- A high school degree plan that emphasizes a mastery of communications, math, and science skills.
- A college degree plan that emphasizes greater depth and breadth of preparation in core areas of child development knowledge and experience as well as preparation in one or more specialty area(s).
- Multiple entry points, multiple exit points, with a bridging plan for students who enter the as college freshmen.
- Elimination of course duplication, and an ability to articulate with other Texas Tech Prep Early Childhood Professions programs.

The purpose of this curriculum guide is to:

- Assist postsecondary Tech Prep Early Childhood Professions instructors and college level child development instructors in the selection and use of instructional content, references, and materials for an effective instructional program.
- Improve the marketable skills of students through the use of occupational competencies stated in objective terms.

- Provide interested individuals, educational groups, and occupational groups with information on the scope, sequence, and occupational concepts needed for gainful employment in the field of Early Childhood Professions.
- Provide two year degree granting child development departments a model curriculum for training students in a coordinated, statewide, articulated system.
- Supply instructors with a foundation upon which they can progressively build a functional course of study in accordance with the performance standards recommended by child care and education professionals, and as established by the Child Development Associate (CDA) Credentialing Program, and the National Association For The Education of Young Children. (NAEYC).

Changes In Curriculum,Terminology

This guidebook includes corrections to editing mistakes found in the Advanced Administration courses in the *2+2 Tech Prep Early Childhood Professions Postsecondary Guidebook.* Also, Administration courses contain suggested classroom activities and resource materials which were not included in the postsecondary guidebook. Finally, the term "2+2" has been dropped to reflect the status of the curriculum as a Tech Prep program rather than a simple articulation plan. (Please see *2+2 Tech Prep Early Childhood Professions User's Manual*, pages 1-7 and 1-8.)

Implementation Information

Tech Prep Early Childhood Professions books previously published under this grant are available in subscribing college libraries through the U.S. Department of Education's Educational Resource Information Clearinghouse (ERIC) or by purchase order or check through the Texas Tech Home Economics Curriculum Center, Box 41161, Lubbock, Texas 79409-1161. (806) 742-3029. A price list can be found on the last page of this book.

Assistance in implementing the curriculum is available in Texas by contacting your regional Tech Prep consortium director, or The Texas Higher Education Coordinating Board, Division of Community Colleges (512-483-6250), or the Texas Education Agency's Department of Vocational Home Economics Education (512-463-9454). For information on the college piloting the model curriculum, contact the Central Texas College Child Development Department at P.O. Box 1800, Killeen, Texas 76540-9990 (817-526-1900). To obtain information on high schools who are implementing the program, contact the Texas Education Agency. To obtain information on additional colleges adopting or adapting the Tech Prep program, contact the Texas Higher Education Coordinating Board.

For anyone wishing to implement the program, an important reference is *Tech Prep High School and Associate of Applied Science Degree Programs: Guidelines For Development and Implementation* (or its current revised edition), available through TEA or HECB.

TABLE OF CONTENTS

Acknowledgments i

Funding Information iii

Foreword v

Table of Contents xi

1. Early Childhood Professions
Program Organization and Content

Philosophy and Conceptual Framework 1-1

Occupational Objectives 1-11

Definition of Terms 1-13

Recommended High School Degree Plan 1-17

Recommended Postsecondary Degree Plans 1-18

Postsecondary Core Course Descriptions 1-20

Sequence of Core Curriculum Learning Outcomes 1-22

Advanced Specialty Course Descriptions 1-29

2. Certificate Programs

Certificate of Instructional Training For CDA 2-1

Other Certificate Programs 2-3

3. Administration Courses:

Administration of The Child Care/Education Program 3-1

Management Techniques For Directors 3-59

Learning Environments, Activities, and Materials For Mixed-Age Groups 3-119

4. Special Needs Paraprofessional Courses:

Including The Child With Special Needs In The Community 4-1

Integrated Learning Environments 4-67

Advanced Guidance Techniques 4-137

5. School-Age Child Care Specialist Courses:

Recreational Activities For The School-Age Child 5-1

Creative Expression Activities For The School-Age Child 5-65

Tutoring And Support Techniques For The School-Age Child 5-121

6. Appendix 6-1

1992 Survey Results:
Special Needs Paraprofessional 6-1
School-Age Child Care Specialist 6-11
Curriculum Coordinator 6-21

7. References and Resources 7-1

Program Organization

EARLY CHILDHOOD PROFESSIONS

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PHILOSOPHY

The competency-based Tech Prep Early Childhood Professions Curriculum was developed to reflect the views of the major national organizations for the education of young children. These organizations promote the belief that all children are entitled to quality care and education. To this end, the students who participate in the Tech Prep Early Childhood Professions Curriculum will be competent to provide young children with developmentally appropriate activities and experiences and an environment that integrates all areas of young children's development; social, emotional, cognitive and physical.

The early childhood professional must not only be a warm, nurturing and positive person who likes children, but also be knowledgeable of the principles and theories that form the foundation of the education and guidance practices advocated for young children. The Tech Prep Early Childhood Professions curriculum provides students with a balance of cognitive challenges in conjunction with application of knowledge in a variety of settings with young children.

Upon completion of two, three, or four years in the Tech Prep continuum, the student will be a professional with a knowledge and experience base that will enable her/him to enter the child care/education industry well qualified to work with young children as a Teaching Assistant, Assistant Teacher, Associate Teacher or specialist. The advantages to this training are four-fold:

- Children have better care and education.
- Working parents in the community are more productive in the workplace knowing that their children are receiving quality care and education.
- Tech Prep students are on a career ladder path that can take them in many directions with regard to working with young children.
- A better trained workforce in the child care and education field will enable the profession to gain recognition and status, and subsequently, improve the salaries of this underpaid group of dedicated professionals.

CONCEPTUAL FRAMEWORK

The Tech Prep Early Childhood Professions Advanced Specialty Curriculum is competency based and organized to increase the student's understanding of young children in specialized content areas beyond tasks and experiences obtained in Tech Prep Early Childhood Professions core curriculum courses. Specialty courses are intended for students who have successfully completed core curriculum courses (or their equivalent) in the model. The Tech Prep Early Childhood Professions Advanced Specialty Courses For Postsecondary Colleges were developed after substantial study and discussion by 1991-1992 and 1992-1993 steering committee members. The three specialty areas developed, Administration, Special Needs Paraprofessional, and School-Age Child Care Specialist, were written after considering projected occupation openings at the year 2000 and beyond, and projected occupation openings which would provide the graduate with marketable skills in a specialized area of early childhood. (Please see page 1-4)

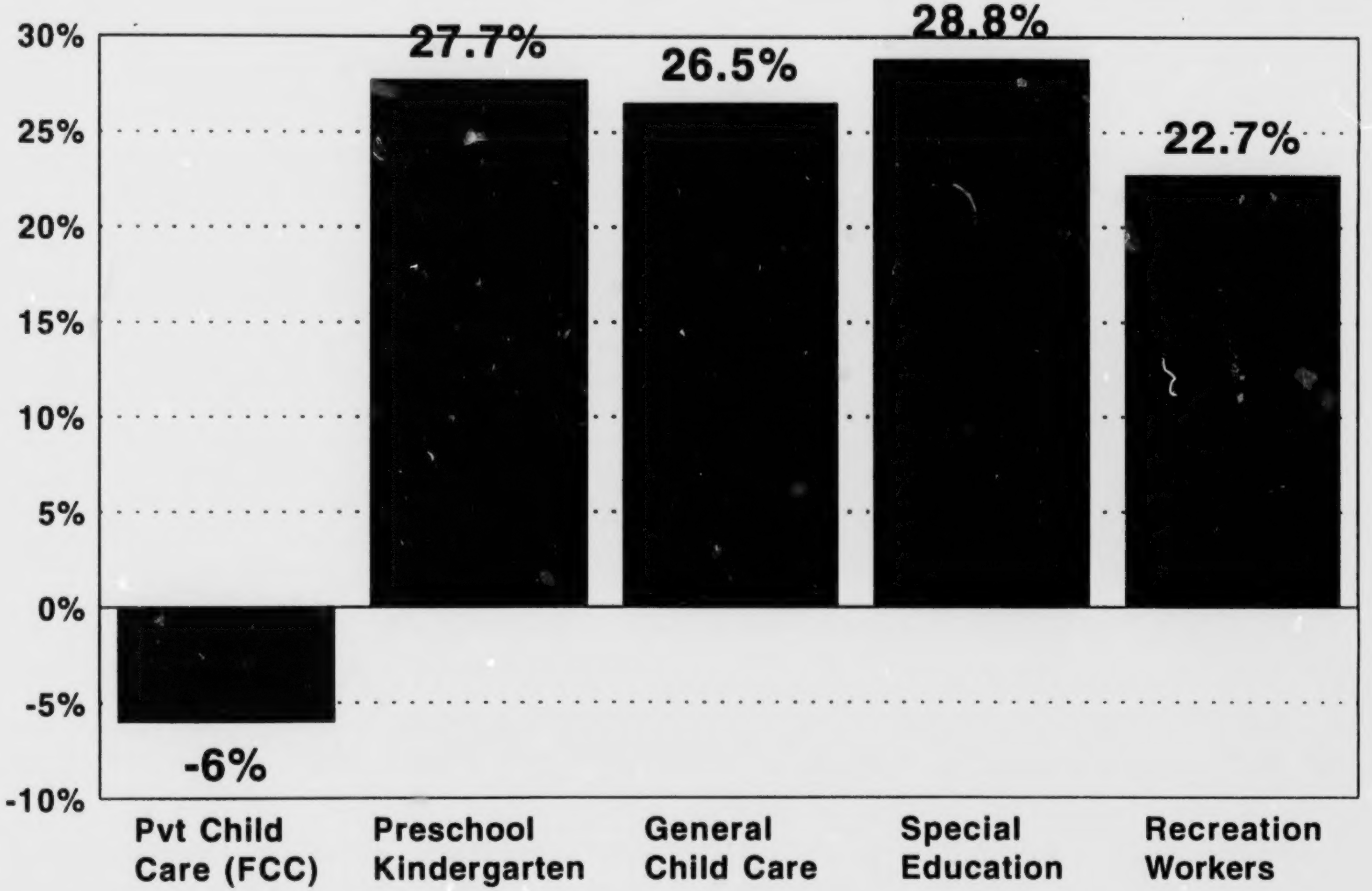
Other specialty areas which were considered include the Professional Nanny and Curriculum Coordinator. A decision to research advanced specialty courses for the Professional Nanny was discarded after steering committee members considered statistics on the Nanny profession in Texas: According to Quality Workforce Planning and the Texas Employment Commission (September 1992) Family Child Care employment, to include the Nanny, is expected to decrease by 6% at the year 2000 while recreational workers, special needs specialists, preschool teachers (public and private), and general child care workers in public/private centers are all expected to increase by more than 20%. The position of curriculum Coordinator was researched through a survey with all Texas Junior College Child Development Department Chairpersons and 85 Texas Child Development Center Directors. Courses for this position were scrapped when survey results showed that, when available(E.g. Head Start), the position required a bachelor or master degree or was incorporated within a director's position.

Competencies for the advanced specialty areas of Administration, Special Needs Paraprofessional, and School-Age Child Care Specialist were generated from a variety of sources (See Appendix and References) and were validated through four separate surveys. The care/education industry in Texas assisted in developing the courses by responding to competencies, offering additional competencies, and sharing their viewpoints about the specialty area germane to their area of expertise. Competencies which were confirmed by respondents were reviewed by steering committee members before being developed in the specialty courses. A few competencies which were confirmed by a wide majority of respondents were reconsidered and dropped as a result of individual suggestions made by respondents. For example, in the functional area of Recreational Activities for School-Age Child Care Specialist Survey, competency number 13 was deleted even though it was confirmed as needed by most respondents. Steering committee members recommended dropping the task after reviewing a respondent's point that most school-age child care specialists do not have control over choosing playground equipment, and would better use their time studying playground safety and use of existing equipment. Competencies which received 20% or more "Not Needed" answers were automatically evaluated by steering committee members for retention or deletion. Survey results for Special Needs Paraprofessional, School-Age Child Care Specialist, and Curriculum Coordinator can be found in the appendix of this book. Administration courses were developed from a survey taken in the fall of 1990.

Courses developed for this model demonstration project reflect projected occupational openings for the state of Texas at the year 2000, and do not necessarily reflect local needs nor do they reflect changes in occupational projections occurring after this book went to press. It is recommended that community colleges study local needs in the child care and education industry and develop additional or alternate courses for advanced mastery skill specialization as are necessary.

Early Childhood Jobs

Career Projections at Year 2000 *



* Qual[illegible]y Workforce Planning Data fro[illegible] Texas Employment Commissi[illegible]

ADVANCED SPECIALTY: ADMINISTRATION

Administration courses for the advanced mastery skills certificate build upon basic skills obtained in the core curriculum of the Tech Prep Early Childhood Professions program. Advanced courses in this specialty are intended for students who have completed **all** core curriculum courses or show competence in them through testing and/or portfolio experiences. Advanced courses in Administration, Administration of The Child Care/Education Program, Management Techniques For Directors, and Learning Environments, Activities, and Materials For Mixed-Age Groups, emphasize workplace skills which were identified by Texas Child Care Center Directors (Patton, 1990) and through extensive study by experts in human services management (Tucker, 1992; Carnevale, 1989,1990,1991).

Skills emphasize effective planning, managing and delegating for quality, ethical behavior and problem-solving, and communication and decision-making proficiency. Creating a nurturing climate for children through staff development and teamwork by employees is an underlying theme of this specialty area, and as such, texts and materials should be chosen on this basis. Suggested texts and materials can be found in the Suggested Activities Section of each course. Prior to enrollment, students who desire to pursue a career in directing should be counseled and advised about the extensive duties and responsibilities involved in the position, including daily supervision and management of employees.

Student Training Experience

A practicum at a child development center germane to the student's interests is required for the administration and management courses. For example, If a student plans to pursue a career as a School-Age Child Care Program Director, a practicum at a school-age child care program would be appropriate. If a student plans to pursue a career as a director of a non-profit mixed-age group child care center, a practicum at a non-profit mixed-age group center would be advised.

ADVANCED SPECIALTY: SPECIAL NEEDS PARAPROFESSIONAL

Advanced courses for the special needs paraprofessional build upon core curriculum courses, specifically Growth and Development: Conception Through Pre-Adolescence, Guidance Techniques and Group Management, and The Child With Special Needs, an overview course. Advanced courses in this field should not be taken unless the aforementioned courses have been taken. Advanced courses, Including The Child With Special Needs In The Community, Integrated Learning Environments, and Advanced Guidance Techniques, were developed under the premise of the Americans With Disabilities Act of 1990, and with assistance from the Inclusive Child Care Project of the Dependent Childcare Management Group of San Antonio, Texas. Additionally, the courses are responsive to the Texas Education Agency's Leadership Initiative For Improving Special Education Services In Texas, and current changes in the state's management of special education services.

Courses emphasize research which concludes that children with disabilities and children without disabilities benefit from integrated environments in several outcomes: Positive social outcomes are obtained by all children, children with disabilities are better able to maintain skills taught in an integrated setting, and the presence of children with disabilities does not hamper the development of children without disabilities (Strain, 1988; Odom, 1988; and Guralnik, 1978). Affective, cognitive and hand-on application skills in working with children in an integrated environment are emphasized throughout each of the three advanced courses. Several recent materials which emphasize teacher training in integrated environments, particularly The Integrated Preschool Curriculum by Samuel Odom, are listed in the Suggested Activities section of each course and should be considered for classroom use.

Student Training Experience

A practicum in an integrated setting would be the optimum experience for a student pursuing a career as a special needs paraprofessional. However, in some locations integrated settings may be difficult to find. A Head Start Child Development Center near your community college may be a significant contact. Personnel at the Dependent Child Care Management Group in San Antonio and specialists at regional centers for the Department of Human Services may also be helpful in providing a list of integrated centers or education services in your area. Finally, contacting the Department of Protective and Regulatory Services in Austin for a listing of centers which enroll children with disabilities and children without disabilities would be a source for practicum experiences. Students who do not have access to integrated apprenticeship sites may want to consider sites which serve children with disabilities only. While some of the competencies can be met at special education service sites, most of the hands-on experiences, and the main premise for these courses, would be missing.

SPECIALTY AREA: SCHOOL-AGE CHILD CARE SPECIALIST

Like the other advanced specialty courses, the School-Age Child Care courses build upon core curriculum courses. For this specialty, courses specifically build upon Growth and Development: Conception Through Pre-adolescence, Guidance Techniques and Group Management, and Learning Environments, Activities and Materials For Children Ages Six Through Pre-Adolescence. Advanced courses in school-age child care should not be taken unless these courses have been successfully completed. Courses in this specialty, Creative Expression For The School-Age Child, Recreational Activities For The School-Age Child, and Tutoring and Support Techniques For the School Age Child, were developed to provide the care provider with a broader and deeper range of skills when working with children ages six through pre-adolescence. Courses in this specialty equip the student with a theoretical base upon which to choose activities. Additionally, current research on the effects of specific activities and cultural entertainment on school-age children is incorporated into the courses. Developmentally appropriate practice and ethical problem solving specific to the child, age six through pre-adolescence, is emphasized.

The School-Age Child Care specialty area is based on research which concludes that latch-key children are at high risk for delinquency, abuse, and academic failure (Corporate Child Development Fund, 1991). With an estimate that by 1995 four out of every five Texas mothers with school-age children will work away from home and not be available for their children before school, after school, and on non-school days, the need for child care becomes urgent. Studies show us that increasing the number of child care services for school age children is not a solution in itself. Like early child care programs, school-age child care programs need to be of high quality and high quality programs demand well trained professionals who can provide developmentally appropriate activities in a supportive environment. Courses in this specialty emphasize facilitation skills which assist children to problem-solve and think creatively and critically; planning skills which train the graduate to offer and promote pro-social activities for children; and guidance skills which train the graduate to use methods appropriate for this age range of children. Materials which support the research are noted in the Suggested Activities section of each course and in the references at the end of the guide book.

Students who wish to pursue a career as a school-age child care center director (e.g. on-site program supervisor) should also take Administration of The Child Care/Education Program and Management Techniques For Directors as part of their training for the AAS degree with Advanced Mastery Skills Certificate. Non Tech Prep students who are pursuing other education options such as a one year certificate in School-Age Child Care Administration should take the administration courses as well.

Student Training Experience

Placements for practicum experiences should be carefully selected based on pre-determined criteria to include developmentally appropriate curriculum and activities, pleasant atmosphere for students and staff, and proper training of staff and volunteers. Except in rural areas, students should not have difficulty finding practicum sites. In 1989 Senate Bill 913 was passed into law. It encourages communities to focus attention on the needs of school-age children by requiring that school districts hold at least two public hearings a year to consider whether school-age child care is needed and available. A listing and description of model school-age programs in Texas is featured in *Strategies For School-Age Child Care In Texas*, available through the Corporate Fund For Children, 1611 West 6th Street, Austin, Texas 78703. Another source for finding practicum sites is the Texas Association For School-Age Child Care. Contact the Corporate Fund For Children for the current mailing address.

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The *Tech Prep Early Childhood Professions Advanced Specialty Curriculum Guide* is written to the instructor for use with students. Suggested student learning activities are included for each course. The suggested activities are not intended as prescriptive but provided as examples of learning experiences to aid the instructor in:

- Teaching to the competencies.
- Selecting suitable resource and text materials
- Reaching all four learning styles

Tech Prep students who enroll in advanced specialty courses should have completed Early Childhood Professions I and II during their junior and senior year of high school or should have taken equivalent bridging courses. Following those basic skills courses students should take Safety, Health, And Nutrition; Growth And Development: Prenatal Through Adolescence; Learning Environments For Children Newborn Through Age Two; Guidance Techniques and Group Management; The Child And Family, Community And Staff Relationships In A Multicultural World; and Learning Environments, Activities, and Materials For Children Ages Three Through Five; Learning Environments, Activities, and Materials For Children Age six Through Pre-Adolescence; and The Child With Special Needs.

Upon completion of courses for an Associate of Applied Science Degree with advanced Skills Mastery Certificate the student may choose to enter the workforce or transfer to a four year institution. Legislation which encourages junior college to senior college articulation of Child Development course credits was under consideration when this book went to press (H.B. 515). However, a statewide 2+2+2 plan in Early Childhood Professions had not been formally developed, articulated, or approved at press time. Tech Prep and non Tech Prep students planning to seek public school teaching certification or a bachelor of arts degree should be advised to seek their college counselor and/or department advisor upon enrollment at the junior college.

Criteria For Selecting All Training Experience Sites

Placements for students should be carefully selected and based on pre-determined criteria to include:

a. Developmentally appropriate curriculum
b. Children served
c. Type of program
d. Pleasant atmosphere for children and staff
e. Training of the staff
f. Licensed
g. Health and safety factors
h. Location

The student will be responsible for keeping a diary of observations and teaching/care experiences completed at the training site. The diary should be shared and discussed with the course instructor and the training site supervisor on a weekly basis. The journal should include comments from the student that give evidence of reflection, self-evaluation, and goal setting.

The student is responsible for clarifying and discussing her role with the site supervisor. During advanced specialty training, the role of the student is observational, to gain skills pertinent to the specialty career sought, and apprenticeship-based, to gain mastery in applying knowledge. The teacher and site supervisor should clearly delineate the level of student participation with children as well as other duties and responsibilities. The teacher and site supervisor should cooperatively develop a training plan that identifies the competencies the student-trainee is to acquire while on the job. This agreement should be signed by the student, college instructor, and site supervisor.

The agreement should include the following details:

- Providing the student with experiences to develop skills for their career goals.
- Building positive student-supervisor relationships through the student's job training.
- Reinforcing the student's continuing development of a mature attitude when working with young children.
- Evaluating the student's competencies and progress cooperatively with the teacher and student.

The **Student Competency Profile** (Placed following the listing of suggested activities for each course), is designed to indicate student progress, up to six times during the semester, and to evaluate level(s) of mastery. Each student profile should be printed as a three part carbonless form to be used by the Early Childhood Professions instructor and the site supervisor, with the third copy given to the student. A separate evaluation form for the practicum site supervisor, which includes performance measures specific to the practicum situation, is an option. A sample form for the site supervisor can be found in the *2+2 Tech Prep Early Childhood Professions User's Manual.*

Before placement, every student must have a TB test.

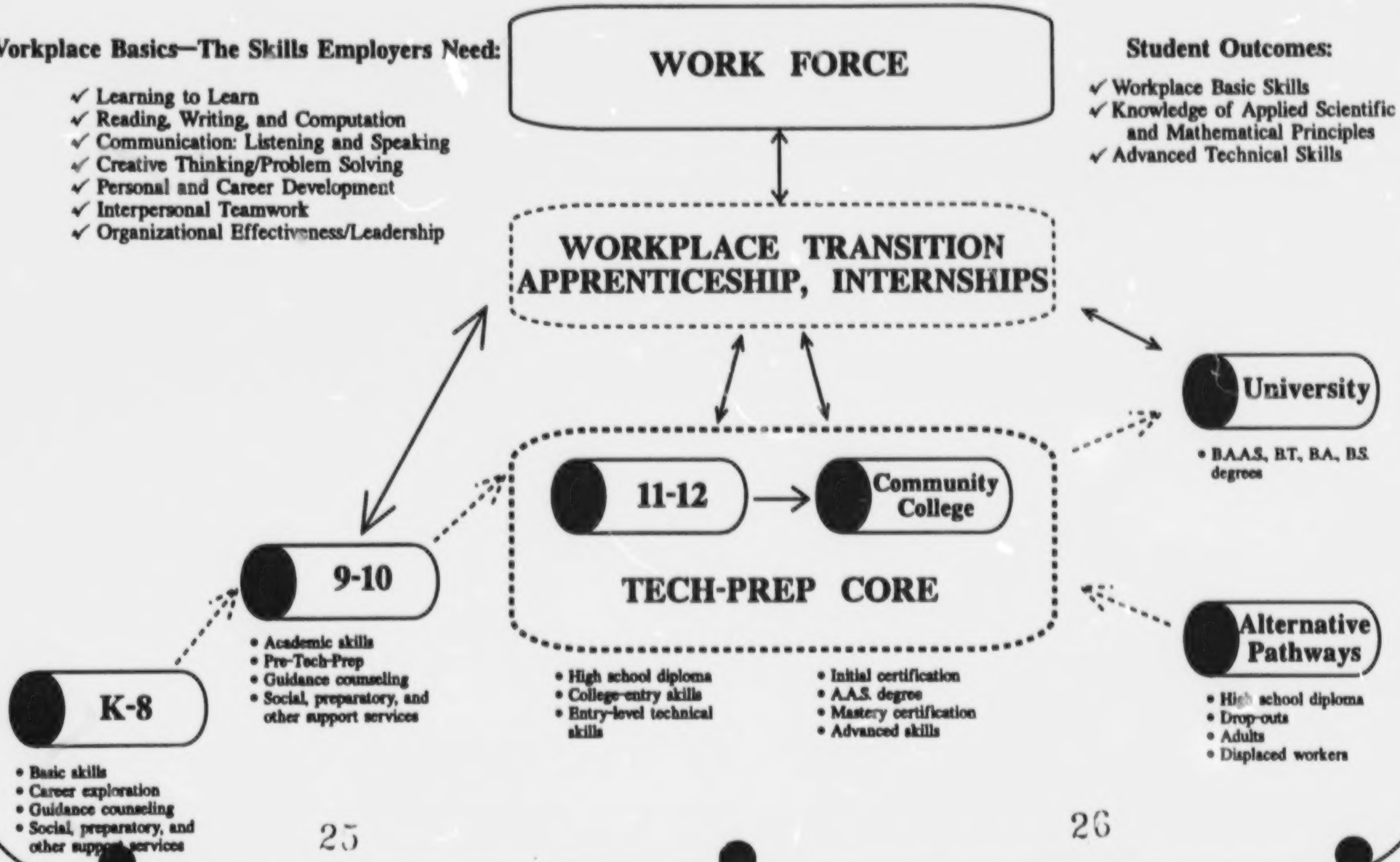
TECH-PREP ASSOCIATE DEGREE PROGRAMS: EDUCATIONAL AND CAREER PATHWAYS

Workplace Basics—The Skills Employers Need:

- ✓ Learning to Learn
- ✓ Reading, Writing, and Computation
- ✓ Communication: Listening and Speaking
- ✓ Creative Thinking/Problem Solving
- ✓ Personal and Career Development
- ✓ Interpersonal Teamwork
- ✓ Organizational Effectiveness/Leadership

Student Outcomes:

- ✓ Workplace Basic Skills
- ✓ Knowledge of Applied Scientific and Mathematical Principles
- ✓ Advanced Technical Skills



WORK FORCE

WORKPLACE TRANSITION APPRENTICESHIP, INTERNSHIPS

University

- B.A.A.S., B.T., B.A., B.S. degrees

11-12 → **Community College**

TECH-PREP CORE

- High school diploma
- College-entry skills
- Entry-level technical skills

- Initial certification
- A.A.S. degree
- Mastery certification
- Advanced skills

Alternative Pathways

- High school diploma
- Drop-outs
- Adults
- Displaced workers

9-10

- Academic skills
- Pre-Tech-Prep
- Guidance counseling
- Social, preparatory, and other support services

K-8

- Basic skills
- Career exploration
- Guidance counseling
- Social, preparatory, and other support services

* OCCUPATIONAL OBJECTIVES

Teaching Assistant: **Assist in the implementation of program activities under the direct supervision of teachers or assistant teachers.** The model Tech Prep Early Childhood Professions curriculum for **Teaching Assistant** is designed to produce an individual who, upon completing competencies in Early Childhood Professions I and II with a satisfactory or higher evaluation, will have skills necessary to perform the duties of a teaching assistant. Students who have successfully completed Early Childhood Professions I and II are ready to begin work on completing application requirements for the Child Development Associate (CDA) credential.

Assistant Teacher: **Implements program activities as part of a teaching team and shares responsibility for the care and education of a group of children. Assists in the planning and implementation of the curriculum; works with parents, and assesses the needs of individualized children.** The model Tech Prep Early Childhood Professions curriculum for **Assistant Teacher** is designed to produce an individual who, upon completing competencies in grades 11, 12, and 13 in The Child Development Associate Program, with a satisfactory or higher evaluation, will have the skills and experience necessary to obtain the Child Development Associate (CDA) credential, and perform effectively as an assistant teacher. The curriculum includes preparation necessary to complete CDA requirements by the completion of the freshman year in college.

Associate Teacher: **Responsible for the care and education of a group of children. Plans and implements the curriculum, supervises other members of the teaching staff assigned to the group, works with parents, and assesses the needs of individual children for incorporation into curriculum planning.** The model Tech Prep Early Childhood Professions curriculum for **Associate Teacher** is designed to produce an individual who, upon completing competencies in grades 11,12, 13 and 14 with a satisfactory or higher evaluation, will earn an Associate of Applied Science (AAS) degree in Child Development and have the skills necessary to perform effectively as a teacher.

Teacher: **Has demonstrated experience in early childhood knowledge and practice. Responsible for the care and education of a group of children, and supervises and mentors other teaching staff.** Educational qualifications for **Teacher** include a minimum of three years experience as a teacher of young children, and a bachelor's degree. The Associate of Arts Degree option in the Tech Prep model prepares the student to continue at a four year institution in a Child Development or Early Childhood program working toward a bachelor's degree in this field.

Director: **Responsible for overall administrative duties of an early childhood care and education program which includes: serving as a liaison among the board of directors, staff, and parents, and as a professional advisor to the board; policy making; program planning; financial management; record keeping; staff supervision and development; parent involvement; community relations and publicity; and program evaluation.** The model Tech Prep curriculum includes a special option for the student who is interested in taking course work in child care management as part of his/her postsecondary education for an Associate of Applied Science degree with Advanced Skills Mastery Certification. Upon completion of the Child Development AAS degree program with Advanced Mastery Skills Certificate , the student would be qualified to manage a small day care home or center. It is highly recommended that a person interested in child care management be counseled to pursue additional training, experience, and education towards a baccalaureate or master's degree, before considering a position in program management at a larger center.

Special Needs Paraprofessional: Responsible for supporting the child with special needs, as well as all enrolled children in the classroom, and making sure, with the support and guidance of the classroom teacher, that activities listed on the child's daily schedule are completed during the day; active participant on the integration and/or support team at all times; works closely with lead teacher and transdisciplinary team members. The model Tech Prep curriculum includes a special option for the student who is interested in taking course work in the field of special needs children and integration of children with special needs in normalized settings as part of his/her postsecondary education. Upon completion of the Child Development AAS degree with advanced mastery skills Certification, the student would be qualified to work with children with disabilities and children without disabilities in an integrated setting under the supervision of a lead teacher or care provider.

School-Age Child Care Specialist: Responsible for the care and education of a group of school-age children, ages five through pre-adolescence. Has demonstrated experience in school-age childhood knowledge and practice. Supervises and mentors other staff including volunteers; plans and organizes program activities and collaborates with parents and the community for an effective program which meets the needs of families. The model Tech Prep model curriculum includes a special option for the student who is interested in taking course work in school-age child care as part of his/her postsecondary education. Upon completion of the Child Development AAS Degree program with advanced mastery skills certificate for the School-Age Child Care Specialist, the student would have the skills necessary to perform effectively as a school-age child care teacher/facilitator. Students who complete advanced level administration courses in addition to advanced level school-age courses would be qualified to manage and direct a school-age program.

*** Revised Spring 1993 in response to Texas Higher Education Coordinating Board Approval of the Tech Prep Associate of Applied Science Degree with Advanced Mastery Skills Certificate.**

The Occupational Objectives were adapted from the National Association for the Education of Young Children (NAEYC) "Suggested Educational Roles in a Differentiated Staff Structure" (Willer, 1990) and from AGH Associates "The Role Of The Integrating Aide" in *Supporting Children In The Classroom: An Integrating Aide's Handbook.*

DEFINITION OF TERMS

Advanced Specialty Courses: A distinct body of knowledge and skills that prepares an early childhood professional for work in a specialized area (e.g. Child Care/Education Center Director, School-Age Child Care Specialist, Special Needs Paraprofessional), and expands upon the common core of preparatory knowledge previously attained.

Age Appropriate Practice: The planning and implementing of activities and teacher behaviors in the young child's learning environment that are based on the knowledge of universal and predictable sequences of growth and change in children ages 0-9, and that program activities and behaviors will be different in each age span served.

Articulation: Is a planned process linking technical/vocational programs and services to assist students in making a smooth transition from secondary to postsecondary institutions without experiencing delays or duplication of learning.

Competency-Based Education: An instructional program designed to prepare students for specific jobs or careers and includes specific terminal objectives. Competency-based programs are characterized by:

1. Involvement of business and industry in the determination of the job competencies and the expected performance levels required for successful employment within a defined job or cluster of jobs.

2. Course sequence which allows the mastery of competencies leading to the satisfactory performance of all identified job competencies.

Competency: A grouping of tasks, knowledge, and attitudes needed for the performance of a job or function. The performance of a job or function may require the use of one or more competencies.

Core Curriculum: Those courses that impart a body of knowledge and skills needed to successfully implement the work of an associate teacher in the early childhood professions field (See Occupational Objectives).

Core Knowledge: That body of knowledge and skills needed to successfully implement the work of an early childhood professional. (NAEYC, 1992).

Course: Organized subject matter in which instruction is offered within a given period of time, and for which credit toward graduation or certification is upon mastery of learning objectives.

Curriculum: (1) A systematic group of courses or sequences of subjects required for graduation or certification in a major field or study, for example, social studies curriculum, physical education curriculum; (2) a general overall plan of the content or specific materials of instruction that the school offers the student by way of qualifying him for graduation or certification or for entrance into a professional or a vocational field.

Developmentally Appropriate Practice: The planning and implementing of teaching strategies and activities in a young child's environment that are both age appropriate and individually appropriate; that is, the program is designed for the age group served and implemented with attention to the needs and differences of the individual children enrolled.

Early Childhood: Birth through age eight.

Early Childhood Care and Education: This term is used throughout the document to reflect the philosophy that developmentally appropriate environments for young children go beyond "Day Care", "Child Care", or "Early Childhood Education." That is, care and education are linked. Therefore, early childhood professionals must provide a safe, healthy, and nurturing environment that also promotes cognitive, emotional, physical, and social development in infants, toddlers, and preschoolers.

Enabling Objective: A distinct and identifiable activity that is measurable and constitutes logical and necessary steps in the performance of work. It is composed of one or more process-type actions and aids students' progress towards achievement of a terminal objective.

Essential Element: As used in this report an essential element is interpreted to mean; (1) fundamental skills/knowledge which are central (core) to the objectives of the instruction or curriculum being pursued; (2) a course of study; or (3) a unit of instruction if the course is of more than one semester in length.

Exit Points: Specified points in the sequence of courses for a technical or occupational program at which a student may exit the program, receive a certificate, and possess the competencies required for employment in an identified occupation.

Field Experience: Learning activities and skills application which occur away from the classroom and in a child care and/or educational setting, to include business and industries in the community.

Functional Area or Job: The major divisions of an occupation. Examples of the jobs or functions of a teacher are instruction, student guidance, professional development, etc. A job or function may be composed of one or more competencies necessary to complete a job or function.

Individually Appropriate: The planning and implementing of teaching strategies and activities which are based on the knowledge that children in a specific age group have differing needs based on individual children's growth patterns, strengths, interests, and experiences.

Knowledge Test: A test used to assess mastery of knowledge (cognitive) tasks including both written and oral testing.

Learning Activity: The required and/or optional learning steps that a student takes to complete an enabling objective

Mastery: A level of performance or achievement that meets a specified occupational standard.

Occupation: A specific occupation in an occupational division. A vocational instructor (teacher) is a specific occupation in the occupational division of education.

Occupational Field: A categorical clustering of occupations such as professional occupations, agricultural occupations, etc.

Performance Objective: A statement which describes what the learner must do to demonstrate mastery of a task. A performance statement contains a condition behavior, and a standard.

Performance Test: A test used to assess a student's mastery of a psychomotor skill.

Pre-Adolescence: Middle childhood up to puberty.

Steering Committee: A group of representatives of industry and education who can provide useful information about an occupational area or function, matters related to the requirements of the occupation, or the local job market.

Tech Prep Programs: A comprehensive high school and community college competency based program which consists of a coherent sequence of academic and technical core courses that will be transferable statewide; driven by industry, cooperatively developed and restructured to eliminate duplication and to streamline education; designed with multiple entry, multiple exit points and bridging courses that provide access to all potential students to include non-Tech Prep high school students and/or adults; developed with advanced skills components at the community college level; delivered with meaningful work-based learning experiences including cooperative eduction, internships, and apprenticeships. (Texas Higher Education Coordinating Board, November 1991).

Terminal Performance Objective: An intended outcome of instruction that is stated in general terms and is further defined by a set of specific enabling objectives.

Vocational Home Economics: Instructional programs that prepare individuals for paid employment in recognized occupations involving knowledge and skills based on one or more subject area(s) of home economics.

Withitness: Teacher awareness of what is going on in all parts of a classroom at all times. (Kounin).

*Tech Prep Early Childhood Professions
Recommended High School Degree Plan
Exiting to Community College or workforce

	Grade 9	Grade 10	Grade 11	Grade 12
Period 1	English I	English 2	Early Childhood Professions I	Early Childhood Professions II
Period 2	Algebra I (or Algebra 1a)	Algebra 2 (or Algebra 2a)	Early Childhood Professions I	Early Childhood Professions II
Period 3	Physical Science	Biology	Chemistry (or science elective)	Science elective or other elective
Period 4	World Geography	World History	U.S. History	U.S. Government/ Economics
Period 5	Fine Arts Elective	Comprehensive Home Economics	English 3	English 4 (or approved substitute)
Period 6	PE	PE/Health	Geometry	Elective (or Algebra II)
Period 7	Foreign Language	Foreign Language	Foreign Language	Computer Science elective

*** Revised: Please note time placement of Early Childhood Professions.**

Tech Prep Early Childhood Professions
Recommended Postsecondary College Degree Plan
A.A.S. Degree With Advanced Mastery
Exiting To The Work Force

Freshman Level

First Semester	Credit Hours
* Nutrition, Health, and Safety	3 (2 lec/2 lab)
* Growth and Development: Prenatal Through Pre-Adolescence	3 (lec-lab)
* Learning Environments...For Children Newborn Through Age Two	4 (3 lec/2 lab)
English	3
Elective	3
	Total 16

Second Semester	Credit Hours
* Guidance and Group Management	3 (2 lec/2 lab)
* Families and Community in a Multicultural World	3 (2 lec/2 lab)
* Learning Environments...For Children Ages Three Through Five	4 (3 lec/2 lab)
Computer Literacy	3-4
Speech	3
	Total 16-17

* Credit given for Introduction to Early Childhood Education (5), Introduction to Center Operations of Programs For Children (3), and Curriculum Resources For Programs With Children (3)	
	Total 11

Sophomore Level

Third Semester	Credit Hours
* Learning Environments...For Children Ages Six Through Pre-adolescence	4 (3 lec/2 lab)
* The Special Needs Child	3 (2 lec/2 lab)
Fine Arts or Humanities	3
Social Science Elective	3
Math	3
	Total 16

Fourth Semester	Credit Hours
Science	4
Specialization	12-16
	Total 16-20

Total hours for degree	Total hours: 75-80

* Core Curriculum

Community College Early Childhood Professions Degree Plan
A.A.S. Degree -- exiting to the work force

Freshman Level

First Semester	Credit Hours
* Introduction to Early Childhood Education	5 (3 lec/6 lab)
* Introduction to Center Operations of Programs	3 (2 lec/2 lab)
* Curriculum Resources For Programs With Children	3 (2 lec/2 lab)
Computer Literacy	3-4
English	3 (lec)
	Total 17

Second Semester	
* Nutrition, Health, and Safety	3 (2 lec/2 lab)
* Growth and Development: Prenatal Through Pre-Adolescence	3 (lec/lab)
* Learning Environments...For Children Newborn Through Age Two	4 (3 lec/2 lab)
* Guidance and Group Management	3 (2 lec/2 lab)
Speech	3
	Total 16

Sophomore Level

Third Semester	Credit Hours
* Learning Environments...For Children Ages Three Through Five	4 (3 lec/2 lab)
* Families and Community in a Multicultural World	3
Science	4
Math	3
Fine Arts or Humanities	3
	Total 17

Fourth Semester	Credit Hours
* The Child with Special Needs	3 (2 lec/2 lab)
* Learning Environments...For Children Ages Six Through Pre-Adolescence	4 (3 lec/2 lab)
** Special Projects (Child Development Intern)	4 (2 lec/8 lab)
Social Science Elective	3 (lec)
Elective	3
	Total 17

Total hours for degree	Total hours: 67-68

* Core Curriculum
** Recommended Courses

CORE COURSE DESCRIPTIONS

Introduction to Early Childhood Education: This is a five hour credit course which articulates with Early Childhood Professions I. The first in a series of core courses, this course provides an introduction to theories and practices in early childhood care and education, and opportunities to observe children in a variety of settings. At the completion of this course, the student will demonstrate mastery at a beginning level in the competencies of the functional areas of: professionalism; child growth, development and learning; guidance and group management; curriculum development, content and implementation; family and community relations; safety, health, and nutrition; and program management. (5 3 lec/6 lab)

Curriculum Resources: This is a three hour credit course, which, taken concurrently with Introduction to Center Operations, articulates with Early Childhood Professions II. The second in a series of core courses, this course provides hands-on experience in selecting, preparing, and presenting discovery learning activities. The focus is on inexpensive teacher made materials. Includes planning and implementing developmentally appropriate learning activities in art, literature, music, movement, dramatic play, science, math, and manipulatives. Developing a curriculum which adapts to the needs of children with special needs, and includes a multicultural approach, is embraced. (3 2 lec/2 lab)

Introduction to Center Operations: This is a three hour credit course, which, when taken concurrently with Curriculum Resources, articulates with Early Childhood Professions II. The third in a series of core courses, this course emphasizes roles and relationships of early childhood professionals in center based settings; licensing regulations; legislation and advocacy; career development and goal setting; family/care provider relationships; and management issues and policies. (3 2 lec/2 lab)

Safety, Health, and Nutrition: This is a three hour credit course which focuses on information, issues, procedures, and experiences related to the safety and health of a child in a care and education setting. Staff teamwork, ethical problem solving, and interpersonal relationship skills are incorporated in course objectives. (3 2 lec/2 lab)

Growth and Development: Conception Through Pre-Adolescence: This is a three hour lecture course which includes the examination of emotional, social, physical, and intellectual development of the child to puberty. Considers genetic and prenatal influences on the child; includes study of individual differences in ages and stages of development. (3)

Learning Environments, Activities, and Materials for Children Ages Newborn Through Age Two: This is a four hour credit course which focuses on developmentally appropriate activities, guidance, and the environment for infant-toddler care. Provides for opportunities to maximize long-range development that occurs within the first three years of life, and includes writing daily and weekly activities and objectives. Staff team building and ethical problem solving are embedded in course objectives. (4 3 lec/2lab)

Learning Environments, Activities, and Materials for Children Ages Three Through Five: This is a four hour credit course which centers on developmentally appropriate practice during the play years. It includes developing and designing interest centers and environments for discovery learning; scheduling and planning age appropriate activities; and writing daily and weekly activities and objectives. Staff team building and ethical problem solving are embedded in course objectives. (4 3 lec/2 lab)

Learning Environments, Activities, and Materials for Children Ages Six Through Pre-Adolescence: This is a four hour credit course which focuses on the developmentally appropriate needs and characteristics of school-age children. It includes curriculum strategies for a population that experiences great changes in physical, mental, and social development; environmental planning; age appropriate materials and activities; guiding children in self management; and conflict resolution. Staff teamwork, ethical problem solving, and interpersonal relationship skills are incorporated in the course objectives. (4 3 lec/2 lab)

Guidance Techniques and Group Management: This three hour credit course provides an examination of theoretical approaches to guidance; appropriate application; planning strategies; advanced observation techniques; site-based experiences; ethical problem solving; and teamwork skills in group management. Direct and indirect methods of guiding the individual child or group of children toward positive self esteem and self control are emphasized. (3 2 lec/2lab)

The Child and Family, Community, and Staff Relationships in a Multicultural World: This course explores the factors that influence a child's development--culture, family, neighborhood, child care staff, and community. Includes professional development experiences in self understanding and leadership. Emphasizes strategies for utilizing parents and the community resources; parent education guidelines; ethical problem solving; and activities for building staff relationships and developing cross-cultural awareness and sensitivity. (3 2 lec/2 lab)

The Child With Special Needs: This is a three hour course which provides an overview of disabling conditions in children: emphasizes mainstreaming strategies; and includes curriculum planning, observation, and hands-on experiences with children in center settings. Problem solving activities and teamwork skills are embedded in course objectives. (3 2 lec/2lab)

Sequence of Core Curriculum Learning Outcomes by Functional Area of Knowledge

PROFESSIONALISM

Early Childhood Professions I:	Early Childhood Professions II:	Postsecondary:
1.1 Demonstrate an understanding of the characteristics of an early childhood education professional.	**1.1** Practice the characteristics of an early childhood education professional.	**1.1** Model the professional characteristics of an early childhood educator.
1.2 Demonstrate an understanding of employment opportunities and requirements in early childhood care and education.	**1.2** Demonstrate the skills needed to locate and obtain employment.	**1.2** Demonstrate the professional skills needed for entry into the early childhood care profession as an associate teacher.
1.3 Explain the types and models of child care/education programs.	**1.3** Demonstrate a knowledge of early childhood professional organizations.	**1.3** Recognize the need for participation in professional organizations for young children.
1.4 Demonstrate an understanding of the history of early childhood care and education.	**1.4** Identify current issues and legislation relating to early childhood care and education.	**1.4** Recognize current leaders and forces shaping early childhood care and education.

HUMAN GROWTH, DEVELOPMENT, AND LEARNING

Early Childhood Professions I:	Early Childhood Professions II:	Postsecondary:
2.1 Summarize the major stages of development in children through age 8.	**2.1** Describe major child development theories.	**2.1** Analyze the major child development theories.
2.2 Point out common influences in the growth and development of the whole child.	**2.2** Practice behaviors that promote healthy development in children.	**2.2** Demonstrate teacher behaviors that promote healthy development in children.
2.3 Identify age appropriate learning environments for children.	**2.3** Plan age appropriate learning environments for children.	**2.3** Implement age appropriate learning environments for children.
2.4 Identify major handicapping conditions in special needs children.	**2.4** Explain interventions to use when working with special needs children.	**2.4** Utilize interventions while working with special needs children.

GUIDANCE AND GROUP MANAGEMENT

Early Childhood Professions I:	Early Childhood Professions II:	Postsecondary:
3.1 Explain components of effective communication between caregiver and children.	**3.1** Practice components of effective communication with children.	**3.1** Demonstrate effective communication skills when working with children.
3.2 Demonstrate an understanding of guidance approaches to use when working with children.	**3.2a** Identify major guidance approaches in early childhood education.	**3.2a** Develop and implement a guidance plan for a specified age group.
	3.2b Practice guidance approaches when working with children.	**3.2b** Perform skillfully appropriate guidance techniques when working with children.
3.3 Explain teacher behaviors which facilitate learning activities.	**3.3** Practice teacher behaviors which facilitate learning activities.	**3.3** Demonstrate teacher behaviors which facilitate learning activities.
3.4 Identify characteristics of children who have problems resolving their difficulties and developing self control.	**3.4** Practice guidance approaches when working with children who have persistent social and/or emotional problems.	**3.4** Develop and implement an age-appropriate guidance plan for a child who has persistent social and/or emotional problems.

CURRICULUM DEVELOPMENT, CONTENT, AND IMPLEMENTATION

Early Childhood Professions I:	Early Childhood Professions II:	Postsecondary:
4.1 Explain the principles of a developmentally appropriate curriculum.	**4.1** Evaluate the use of a developmentally appropriate curriculum with young children.	**4.1** Implement a developmentally appropriate curriculum for a selected age group.
4.2 Identify the principles of planning for young children.	**4.2** Plan and teach a developmentally appropriate unit study for for young children.	**4.2** Plan and teach a developmentally appropriate curriculum for young children.
4.3 Explain the purpose of each of the major content areas in an early childhood setting.	**4.3** Plan implementation of major content areas in an early childhood setting.	**4.3** Design interest centers for a specific age group in all the major content areas.
4.4 Discuss ways to adapt the curriculum for special needs children.	**4.4** Plan ways to adapt the curriculum for special needs children.	**4.4** Plan and implement an individualized program for a special needs child.

FAMILY AND COMMUNITY RELATIONS

Early Childhood Professions I:	Early Childhood Professions II:	Postsecondary:
5.1 Demonstrate an understanding of the diversity in family units and roles.	**5.1** Evaluate an early childhood education program for multi-cultural and non-sexist themes.	**5.1** Plan and implement program activities which incorporate multi-cultural, non-sexist themes and materials.
5.2 Explain the relationship between parents and child care providers.	**5.2** Plan communication strategies to strengthen parent/child care provider relationships.	**5.2** Implement communication strategies which strengthen parent/child care provider relationships.
5.3 Identify community resources available to children and their families.	**5.3** Demonstrate an understanding of the role of the Department of Human Services in child care settings.	**5.3** Inform parents of services available to families.
5.4 Explain the concept of child advocacy.	**5.4** Plan advocacy activities to strengthen developmentally appropriate child care programs in the community.	**5.4** Implement advocacy activities which strengthen developmentally appropriate child care programs in the community.

SAFETY, HEALTH, AND NUTRITION

Early Childhood Professions I:	Early Childhood Professions II:	Postsecondary:
6.1 Demonstrate an understanding of safety rules and procedures in a child care setting.	**6.1** Apply safety rules and procedures in a child care setting.	**6.1** Perform by means of monitoring, teaching, supervising, and applying safety principles in a child care setting.
6.2 Identify health and nutrition principles and practices in a child care setting.	**6.2** Utilize health and nutrition practices in a child care setting.	**6.2** Perform by means of monitoring, teaching, supervising, and applying health/nutrition principles and regulations in a child care setting.

PROGRAM MANAGEMENT

Early Childhood Professions I:	Early Childhood Professions II:	Postsecondary:
7.1 Identify career ladder titles and duties of early childhood professionals.	**7.1** Identify the administrative duties of an entry level early childhood professional.	**7.1** Identify the administrative duties of an early childhood education director.
7.2 Describe child care center management procedures and policies.	**7.2** Assist with management procedures and policies.	**7.2** Apply management procedures and policies in a child care setting.
	7.3 Demonstrate an understanding of the Texas Department of Human Services Minimum Standards For Day Care Centers.	**7.3** Comply with the Texas Department of Human Services Minimum Standards For Day Care Centers.

ADVANCED SPECIALTY COURSE DESCRIPTIONS

ADMINISTRATION

Administration Of The Child Care/Education Program: This is the first of two courses in child care administration. It covers the practical aspects of managing a child care center, with emphasis on legal issues and applications; fiscal management; personnel planning, hiring, and staff development; physical plant responsibilities; program and enrollment policies; duties to parents; and program implementation. Students spend two hours a week in the classroom and two hours a week in laboratory or field experiences at child development centers. 3 (2 lec/2 lab)

Management Techniques For Directors: This is the second of two courses in child care administration. It covers theoretical aspects of managing a child development center. The main emphasis is placed on leadership styles, formulating and implementing staff development and program goals, problem solving, delegation and decentralization, increasing staff morale, preventing burnout, and theories of managing child care centers. 3 (2 lec/ 2 lab)

Learning Environments, Activities, And Materials For Mixed-Age groups: This course addresses the unique curriculum planning needed in group home-based care and centers serving 12 or fewer children; includes strategies for developmentally appropriate practice for mixed-age groups, planning the environment, and ways to use mixed-age grouping to the child's advantage. 4 (3 lec/2 lab)

Office Accounting: This is one of two courses taken out of the Child Development Department during the student's final semester at the two-year college. Recommended for all students seeking an Associate of Applied Science degree with Advanced Mastery Skills Certificate in Administration, this course emphasizes principles of accounting, journalization, posting, statements, subsidiary ledgers, payroll records and payroll taxes which are essential skills needed in managing a center and supervising office staff. 3 (3 lec/3 lab)

Small Business Management: This course, taken out of the Child Development Department during the student's final semester at the two-year college, is recommended for those planning to start their own child care/education center. It emphasizes principles of small business ownership and management, which are essential fundamentals for any director who works in a privately owned center. 3 (3 lec)

SPECIAL NEEDS PARAPROFESSIONAL

Including The Child With Special Needs In The Community: This is a three hour credit course which centers on strategies for successful inclusion of the child with disabilities into normalized settings; covers the theories, research, and rationale for including children with disabilities; addresses the role of the paraprofessional working in the integrated setting, as well as the roles and functions of support teams - interdisciplinary, multidisciplinary, and transdisciplinary. Includes discussion of current and past legislation affecting early childhood professionals and the children they serve and a study of the procedures for admitting and dismissing a child to special education services. Emphasis is on the paraprofessional's role as a member of the support team. 3 (2 lec/2 lab)

Integrated Learning Environments: This is a four hour credit course designed for paraprofessionals working in integrated early childhood settings which serve children ages newborn through age five. Roles and responsibilities of the paraprofessional, including IEP and ISFP lesson plan teaching strategies, and hands-on training in physical management and care skills of the child with special needs are emphasized. Instruction in basic sign language, and an overview of current learning technologies to assist the child with disabilities, is included. Team work and interpersonal relationship skills are embedded in the course objectives. 4 (3 lec/2 lab)

Advanced Guidance Strategies : This three hour credit course provides an examination of theoretical approaches to guidance strategies applicable to the integrated early childhood setting; emphasis is placed on strategies for facilitating emotional growth in individual children and social integration of all children in inclusive settings; includes activity planning to achieve IEP and ISFP goals for a variety of children with disabilities and children without disabilities. Features experiences in mastering observation techniques and assisting in assessment procedures; ethical problem solving; and teamwork skills in group management. Positive guidance techniques are emphasized. 3 (2lec/2lab)

SCHOOL-AGE CHILD CARE SPECIALIST

Recreational Activities For The School-Age Child: This course explores the theoretical and developmental basis for recreational games and activities as a means of facilitating children's education and development. Facilitation skills, teaching techniques and methods, and discernment of age appropriate games for children's physical and cognitive development is featured; includes training on building children's cooperative and teamwork skills, and ways to identify and uses resources in the community. 3(2 lec/2 lab)

Creative Expression For The School-Age Child : This course includes methods and techniques, materials and activities for promoting creative expression and aesthetic appreciation through art, music, journalism, and movement in children ages five through pre-adolescence; emphasizes teacher's role as facilitator; includes skill building in learning how to identify and use resources; addresses ethical issues in planning creative expression activities. 3 (2 lec/2lab)

Tutoring Techniques and Support Techniques For The School Age Child: This course provides instruction and practicum experience in the concepts of reading, writing, grammar, thinking, and problem solving for providing one-to-one assistance with a child's school work; includes study of the role, responsibility and limitations of the tutor as a support to the regular school program; provides an overview of the essential elements,establishing relationships with the teacher and parent of the child; emphasizes skills for teaching children how to identify mistakes and solve problems; includes training on multicultural awareness and sensitivity. 3 (2 lec/2 lab)

Administration Of The Child Care/Education Program: See Administration course descriptions listed on previous page.

Management Techniques For Directors: See Administration course descriptions listed on previous page.

Certificate Programs

EARLY CHILDHOOD PROFESSIONS

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Certificate of Instructional Training For The Child Development Associate Credential

The Tech Prep Early Childhood Professions program was developed to provide students with marketable skills for a variety of exit points with the Child Development Associate Credential as one of the beginning exit points. The CDA credential is an important factor in the movement to improve the status and salary of child care professionals. The Child Development Associate program represents a national effort to credential qualified caregivers who work with children from birth through age five. These caregivers, Child Development Associates, demonstrate their ability to nurture children's physical, social, emotional, and intellectual growth in a child development framework. Some are center-based caregivers, others are family child care providers, and still others are home visitors. The proof of their competence is the CDA credential.

The Council For Early Childhood Professional Recognition operates the CDA credentialing program as a major national effort to improve the quality of child care. At the core of the CDA program are the CDA Competency Standards. The standards are statements of skills needed to be a competent caregiver and the basis upon which caregivers are assessed. Developed by the early childhood profession, the standards set the criteria for a caregiver's performance with children and their families. The eight competency goals for the CDA are:

1. To establish and maintain a safe, healthy learning environment.
2. To advance physical and intellectual development.
3. To support children's social and emotional development in positive ways.
4. To establish productive relationships with families.
5. To ensure a well-run, purposeful program responsive to participant needs.
6. To maintain a commitment to professionalism.
7. To observe and record children's behavior.
8. To understand the principles of child growth and development.

Candidates who apply for the CDA Credential select one of the following endorsements:

1. center-based preschool
2. center-based infant/toddler
3. family day care
4. home visitor

When this curriculum guidebook went to press eligibility requirements to apply for assessment for the CDA specified that the candidate must:

1. Be 18 years or older
2. Hold a high school diploma or equivalent
3. Have 480 hours of experience working with children in the past five years
4. Have 120 hours of formal child care education and training within past five years.

When taken in a secondary setting, the first three college courses in the Tech Prep Early Childhood Professions model curriculum program, Introduction To Early Childhood Education, Curriculum Resources, and Introduction To Center Operations, provide 360 formal instructional training hours in the eight competency goals, and the 13 functional areas established for the CDA candidate. When taken at a junior college setting the first three courses in the model curriculum program provide 144 instructional hours. When taken at a secondary setting the first three college courses provide 216 of the 480 required hours of experience working with children. Thus, the suggested certificate recognizes *instruction*. A second certificate of achievement which recognizes the full 480 hours of experience working with children is an option individual colleges may wish to consider.

A suggested CDA Certificate of Basic Instructional Training for those junior colleges who offer the Tech Prep Early Childhood Professions Curriculum includes the following Tech Prep Early Childhood Professions courses (or their equivalents):

Certificate Of Instructional Training
For The Child Development Associate Credential

Introduction To Early Childhood Education	5
Curriculum Resources	3
Introduction To Center Operations	3
Child Guidance And Group Management	3
Early Childhood Elective(s)*	?

* Elective(s) should be based upon the endorsement the candidate seeks. For a candidate seeking an infant/toddler endorsement *Learning Environments, Activities, And Materials For Children Newborn Through Age Two* would be an appropriate elective; for the candidate seeking a preschool endorsement *Learning Environments, Activities, And Materials For Children Ages Three Through Five* would be an appropriate elective. Certificate programs awarded by the Higher Education Coordinating Board require 15 or more semester credit hours.

Although the suggested certificate does not qualify the candidate to receive the CDA credential, it does provide substantial work experience hours with children and evidence of the candidate's formal education, important components in eligibility requirements.**

** Once eligible, candidates must pay a fee for assessment and provide required documentation of their skill as caregivers. Candidates provide information and evidence of their competence by preparing five kinds of documentation: professional resource file, parent opinion questionnaires, formal observation, oral interview, and written assessment. Once the candidate completes all documentation requirements, the evidence is submitted to the council for review, and a decision is made whether to issue the credential.

Efforts to prepare candidates rely on the collaborative efforts of Early Childhood Professions instructors, junior college faculty members, site supervisors and/or employers. **Prior to instruction, communication between the high school Early Childhood Professions instructor and the articulating college's Child Development Department and the candidate her/himself is vital for candidates who begin formal training at the high school level.**

Teamwork is needed between the two institutions in assisting the high school candidate with a Professional Resource File, validating the required training hours for each functional area, and certifying work experience with children. For candidates who begin formal training at the junior college level, communication between the student and student's employer, as well as carefully selecting a field experience placement, are vital. Because competency standards and eligibility requirements for the CDA change as new research and other developments come to light, high school Early Childhood Professions instructors, college faculty, and others working with CDA candidates need to keep current with the credentialing program.

For any instructor who teaches Early Childhood Professions I and II or their equivalents, it is recommended that s/he contact the Council For Early Childhood Professional Recognition on a regular basis to keep current on program requirements :

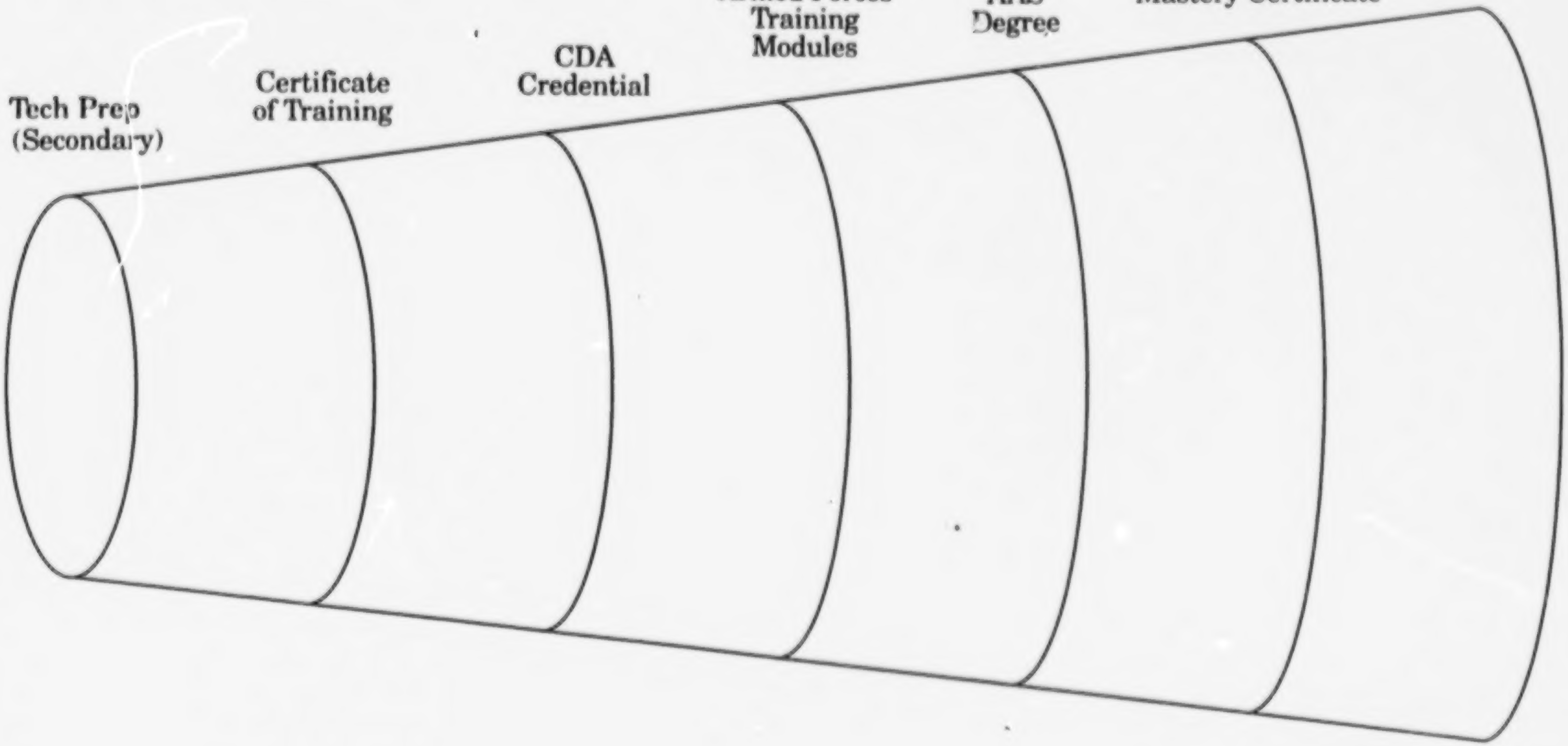
The Council For Early Childhood Professional Recognition
1341 G. Street N.W. Suite 400
Washington, D.C. 20005-3105
(800) 424-4310

Other Certificates

It is recommended that other certificate programs, awarded within the Tech Prep Early Childhood Professions Program, require the first three courses (or their equivalents) in the core curriculum, Introduction To Early Childhood Education, Introduction To Center Operations, and Curriculum Resources, as prerequisites to additional certificate program instruction. Current requirements for Tech Prep certificate programs may be obtained by writing:

Tech Prep Program Director
Texas Higher Education Coordinating Board
P.O. Box 12788
Austin, Texas 78711

Career Ladder for Early Childhood



Tech Prep (Secondary)

Certificate of Training

CDA Credential

Armed Forces Training Modules

AAS Degree

AAS Tech Prep Degree with Mastery Certificate

BA Degree

Administration Courses

EARLY CHILDHOOD PROFESSIONS

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Administration Of The Child Care/Education Program

Course Description: This is the first of two courses in child care administration. It covers the practical aspects of managing a child care center, with emphasis on legal issues and applications; fiscal management; personnel planning, hiring, and staff development; physical plant responsibilities; program and enrollment policies; duties to parents; and program implementation. Students spend time in the classroom and time in field experiences at child development centers each week.

Course Credit: 3 (2 lec/2 lab)

Sequence of Competencies by Learning Unit:

1.1 Describe the programs and schools available to the professional seeking directorship.

1.2 Demonstrate an understanding of the characteristics of effective directors in settings serving young children.

1.3 Distinguish the general responsibilities of the child care center director in a variety of settings.

1.4 Use decision making skills to plan a career in program administration.

2.1 Demonstrate an understanding of planning and evaluating programs which serve children.

3.1 Demonstrate an understanding of personnel management.

4.1 Describe the principles of fiscal management.

5.1 Describe the physical plant management duties of the child care center director.

6.1 Demonstrate an understanding of enrollment procedures.

7.1 Describe the ingredients needed to promote relations between the child care/education program and parents and the community.

8.1 Demonstrate an understanding of the legal responsibilities of the child care director.

COURSE: Administration of the Child Care/Education Program

Unit 1: Career Goal Setting

Competency 1.1:

Describe the programs and schools available to the professional seeking directorship.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will describe the programs and schools available to the professional seeking directorship, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Identify and explain the types of child care programs licensed in Texas:
   - 1a. Half-day programs
   - 1b. All-day programs
   - 1c. Hourly drop-in programs
2. Identify and describe the types of schools/centers licensed in Texas:
   - 2a. Private profit-making
     - (1) proprietary
     - (2) home-based care
     - (3) corporation
     - (4) employer-sponsored
   - 2b. Non-profit schools
     - (1) cooperative
     - (2) church-sponsored
     - (3) laboratory

Competency 1.1:

Describe the programs and schools available to the professional seeking directorship.

Cognitive:

        (4) publicly funded
        (5) head start
3. List the similarities and differences of half-day and full-day programs.
4. Describe the strengths and limits of home-based child care.
5. Describe the strengths and limits of center-based care.

Application:

The Student will:

1. Survey the kinds of programs and schools available for the care and education of children in the local community.
2. Observe and record the characteristics of one program at a chosen school.

Competency 1.1:

Describe the programs and schools available to the professional seeking directorship.

Suggested Activities:

1. Conduct a mini study of one local child care program. Describe characteristics that affect the supervision of staff and the management of the program. Share information with classmates. Compare and contrast programs.

2. Invite a panel of child care center directors from a variety of different kinds of programs to describe how their centers operate on a day to day basis. Ask them to discuss the strengths and challenges of their particular program.

3. Obtain application forms from three different schools. Note the different kinds of information each asks. What does this tell about the school?

References:

Caruso, Joseph. "Early Childhood Programs and Their implications For Supervisors," Supervision In Early Childhood Education, pp 11-25.

COURSE: Administration of the Child Care/Education Program

Unit 1: Career Goal Setting

Competency 1.2:

Demonstrate an understanding of the characteristics of effective directors in settings serving young children.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will demonstrate an understanding of the characteristics of effective directors in settings serving young children, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Identify the personal qualities and abilities needed to be an effective child care/education director:
    1a. initiative
    1b. self-confidence
    1c. perception
    1d. intelligence
    1e. maturity
    1f. supervisory ability
    1g. decisiveness
    1h. loyalty
    1i. honesty
    1j. strengthening ability

Competency 1.2:

Demonstrate an understanding of the characteristics of effective directors in settings serving young children.

Cognitive:

2. Describe the interpersonal skills needed to be successful as a director:
    - 2a. goal setting, planning
    - 2b. delegating responsibility
    - 2c. organizing time, work
    - 2d. decision making
    - 2e. problem solving
    - 2f. interpersonal communication skills
    - 2g. multicultural awareness, sensitivity
    - 2h. budgeting, accounting
3. Identify national organizational recommended qualifications for directorship.
4. Identify Department of Human Services requirements for directorship positions.

Application:

The Student will:

1. Using a checklist, observe a director in a setting which serves young children, and record characteristics and skills observed.

Competency 1.2:

Demonstrate an understanding of the characteristics of effective directors in settings serving young children.

Suggested Activities:	References:
1. Role play the characteristics of an effective and ineffective center director.	Cherry, Clare," Self-Evaluation For The Director," Nursery School and Day Care Management Guide. pp 6-8.
2. Invite the state's NAEYC "Administrator Of The Year" to discuss her/his philosophy and experience as an effective manager.	
3. Read current literature on effective leaders. Write a book report which explains how the principles could be applied to the child-care setting.	Bennis, Warren. Leaders: The Strategies For Taking Charge. Diane, Tracy. The Power Pyramid: How To Get Power By Giving It Away.

COURSE: Administration of the Child Care/Education Program

Unit 1: Career Goal Setting

Competency 1.3:

Distinguish the general responsibilities of the child care director in a variety of settings.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will distinguish the general responsibilities of the child care director in a variety of settings, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Identify and explain the director's general areas of responsibility in each of the following programs:
   For profit: home based, center based, corporation; Non profit: cooperative, church sponsored, laboratory, publicly funded:
   - 1a. setting policy
   - 1b. enrollment of children
   - 1c. curriculum
   - 1d. physical plant and equipment
   - 1e. fiscal management
   - 1f. management and professional development of personnel
   - 1g. leadership
   - 1h. parent/community involvement and education
2. List the principles of effective time management.
3. Describe the ways a computer can be utilized to manage a program or center.

Competency 1.3:

Distinguish the general responsibilities of the child care director in a variety of settings.

Application:

1. Observe a center director and a home-based director and record responsibilities and duties of each.

Competency 1.3:

Distinguish the general responsibilities of the child care director in a variety of situations.

Suggested Activities:

1. Read a book on time management and discuss how the principles could be applied to a child care setting.

2. Invite representatives from computer companies to discuss and show software programs which help businesses manage their operations. Discuss the applicability of each software package illustrated to child care center.

References:

Blanchard, Kenneth. The One Minute Manager.

Blanchard, Kenneth. Putting The One Minute Manager To Work.

COURSE: Administration of the Child Care/Education Program

Unit 1: Career Goal Setting

Competency 1.4:

Use decision making skills to plan a career in program administration.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will use decision making skills to plan a career in program administration, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Identify procedures to use in decision making:
    - 1a. Clarify or identify problem.
    - 1b. Develop a list of choices or alternatives.
    - 1c. Discuss the advantages and disadvantages of each alternative.
    - 1d. Put alternatives in a priority order.
    - 1e. Choose an alternative to implement.
2. Develop a career goal in administration using decision making principles.

Application:

1. Gather resource materials on position openings, required qualifications.
2. Complete a personal resume.
3. Complete simulated job/licensing application.
4. Complete simulated job/licensing interview.

Competency 1.4:

Use decision making skills to plan a career in program administration.

Suggested Activities:	References:
1. Invite a career placement officer to discuss interviewing and resume writing techniques.	
2. Study resume writing materials; write a resume for a specific position. Seek suggestions for rewriting the resume from a college career placement service.	Jackson, Tom. The Perfect Resume Computer Kit. Permax Systems. IBM Compatible computer software program. Good, C. Edward. Does Your Resume Wear Blue Jeans?
3. In dyads, role play an interview for a specific position desired. Videotape the interview and self-evaluate the interaction and responses given.	

COURSE: Administration of the Child Care/Education Program

Unit 2: Program Planning and Evaluation

Competency 2.1:

Demonstrate an understanding of planning and evaluating child care programs.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will demonstrate an understanding of planning and evaluating child care programs, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Define philosophy.
2. Explain the relationship between a program's stated philosophy and quality of programming.
3. List and give examples of the steps needed to implement a program philosophy:
    - 3a. written statements about children's needs
    - 3b. goal setting to meet needs
    - 3c. written objectives to meet goals
    - 3d. implementation of objectives
4. Explain the purpose of evaluating the program.
5. List and describe the steps needed to evaluate a program:
    - 5a. stated goals
    - 5b. stated objectives to meet goals
    - 5c. criteria for judging whether objective was met, and at what level of performance.

Competency 2.1:

Demonstrate an understanding of planning and evaluating child care programs.

Cognitive:

5d. choosing an evaluation method:
  (1) observation
  (2) checklists
  (3) commercial or teacher-made tests
  (4) parent interviews
  (5) time sampling
  (6) portfolios of activities done
5e. Write recommendations for adaptions and changes needed in the program based upon evidence collected

Application:

The Student will:

1. Develop a personal philosophy for a program.
2. Write five goals needed to implement part of the philosophy.
3. Write objectives to meet the five stated goals.

Competency 2.1:

Demonstrate an understanding of planning and evaluating child care programs.

Suggested Activities:

1. Read and discuss literature on management styles and theories. Take on the role of a proponent of one theory. Be able to defend theory in a class discussion with classmates who have taken on role of proponents of other theories.

2. In small groups discuss beliefs about
    - Growth and development
    - How learning comes about
    - Adult role in child's development
    - Goals for children in your care

3. From the theories studied and personal beliefs discussed in activity 2 above, outline a program philosophy for a center you would open. Use outline to write a philosophy statement for application objective 2.1.1.

4. To better understand the concept of management by objectives and how it can be applied to the management of a child care center, invite an expert on the subject (e.g. local business/corporation owner or manager) to give a presentation on how the concept is applied at his/her place of business.

References:

Hildebrand, Verna. "Applying Theories In Managing A Child Development Center," pp. 26-39. Management of Child Development Centers.

COURSE: Administration of the Child Care/Education Program

Unit 3: Staff Recruitment, Selection, and Personnel Policies

Competency 3.1:

Demonstrate an understanding of personnel management.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will demonstrate an understanding of personnel management, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain procedures for recruiting staff:
    - 1a. determine qualifications needed
    - 1b. write position opening announcement
    - 1c. distribute announcement to appropriate sources
2. Describe each component in the selection process:
    - 2a. developing an application
    - 2b. screening applications
    - 2c. interviewing
    - 2d. evaluating applicants
    - 2e. notification of selection/nonselection
3. Explain the purpose of a written personnel policy.
4. Identify essential components of a personnel policy:
    - 4a. conditions of employment
    - 4b. equal opportunity/affirmative action
    - 4c. employee orientation

Competency 3.1:

Demonstrate an understanding of personnel management.

Cognitive:

    4d. overtime
    4e. personnel evaluation, promotion, termination
    4f. reduction-in-force
    4g. leaves, holidays-vacation
    4h. benefits and services
    4i. professional training and development
    4j. accident prevention, follow up procedures
    4k. AIDS-HIV guidelines
5. Describe how to arrange staff work schedules.
6. Explain the purpose of conducting staff meetings.
7. Describe the steps in conducting an effective meeting.
8. Explain the purpose of employee supervision and evaluation.
9. Describe the components of an effective performance appraisal form.
10. Describe the components of an effective performance appraisal conference.
11. Explain the purpose of in-service professional training and development.
12. Identify and describe professional development and training methods:
    - 12a. orientation
    - 12b. mentoring
    - 12c. partnerships
    - 12d. college classes
    - 12e. staff meetings
    - 12f. workshops
    - 12g. group discussions
    - 12h. self-video-taped observations
    - 12i. field trips
    - 12j. professional organizational meetings
13. List components for a successful training session.

Competency 3.1:

Demonstrate an understanding of personnel management.

Application:

The Student will:

1. Write a position opening announcement for a setting serving young children.
2. Develop an application for use with persons applying for positions in an early childhood setting.
3. Using role play, practice interviewing child care staff applicants.
4. Write one regulation for a personnel policy handbook.
5. Using role play, practice the procedures of conducting a performance appraisal with a staff member, to include recommendations for professional development.
6. Using role play, practice conducting a staff meeting with a predetermined agenda.

Competency 3.1:

Demonstrate an understanding of personnel management.

Suggested Activities:	References:
1 Read and discuss literature on recommended staff qualifications for lead and assistant teachers. Write job descriptions for a lead teacher and an assistant teacher. Compare descriptions with those of classmates. After discussion ask yourself: Is there anything I would change about this job description? If so, what? Then, rewrite the job description.	Hildebrand, Verna. Management Of Child Development Centers. pp 90-124.
2. Participate in a class discussion on experiences each member has had in seeking a job and interviewing for a job. From experiences discussed, write a list of things to do and a list of things not to do when seeking applicants and interviewing them.	Hildebrand, Verna. Management. page 123.
3. Role play an interview with a prospective teacher. Alternate the roles of teacher and director. Ask for subjective feelings involved in each role. Discuss insights learned.	
4. Invite several teachers and directors to discuss salaries and fringe benefits with the class.	
5. Using role play, interview a prospective volunteer.	
6. Using role play, conduct a staff meeting.	Mamchur, Carolyn. How To Run Productive Meetings.

COURSE: Administration of the Child Care/Education Program

Unit 4: Budgeting

Competency 4.1:

Describe the principles of fiscal management.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will describe the principles of fiscal management, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Define budget.
2. List the procedures in determining a budget:
    - 2a. List previously determined goals.
    - 2b. Involve staff in requesting written budget needs, wants.
    - 2c. List expenses.
    - 2d. List sources of income.
    - 2e. Prioritize items based upon stated goals.
    - 2f. Determine final budget.
    - 2g. Submit to necessary authority for approval.
    - 2h. Work from approved budget.
3. Describe principles of managing a budget:
    - 3a. Designate those with purchasing authority.
    - 3b. Designate those with disbursement authority.
    - 3c. Designate person to collect fees and tuition.
    - 3d. Keep current ledgers and status reports.

Competency 4.1:

Describe the principles of fiscal management.

Application:

The Student will:

1. Plan a food budget for a group of 50 children, ages 2 through 5 years of age.
2. Plan an overall program budget for a program serving young children.
3. Prepare a budget which needs amending.
4. Observe office secretary's role as program treasurer and record duties completed.

Competency 4.1:

Describe the principles of fiscal management.

Suggested Activities:	References:
1. Working in small groups, and assuming start-up equipment is already in place, list the facilities and goods and services that must be purchased for a year of operating a child-care program for fifty children. Include: • Number and type of personnel • Classroom and general supplies • Office supplies • Food, serving costs	Sciarra, Dorothy. Developing and Administering A Child Care Center. pp 75-96.
2. Obtain several budgets prepared by others in the class. Compare them with your budget.	
3. Discuss guidelines for soliciting and accepting contributions for equipment and materials. Role play solutions to potential problems regarding unsolicited contributions.	Sciarra, Dorothy. Developing. Page 155.
4. Survey child development centers in the community to find out current tuition or fee rates being charged for full and part-day care and education.	Hildebrand, Verna. Management of Child Development Centers. Page 183.
5. Read literature on budgeting. Then, interview a child development center director for information on: • clerical help employed to help with fiscal/monetary matters • Current and past monetary problems • How monetary problems were and are solved. • monthly budgeting	Hildebrand, Verna Management. pp 163-184.

COURSE: Administration of the Child Care/Education Program

Unit 5: Physical Plant Management

Competency 5.1:

Identify the physical plant management duties of the child care director.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will identify the physical plan management duties of the child care director, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Describe the relationship between the Department of Human Services licensing regulations and planning the child care environment.
2. Identify responsibilities that affect the health of staff and children.
3. Identify responsibilities that affect the safety of staff and children.
4. Explain the principles of planning and using space effectively.
5. Describe housekeeping duties needed in a child care setting serving young children.
6. Describe repair service agreements needed in a child care setting serving young children.
7. Identify records needed for repair schedules, equipment maintenance, and owner's information.

Competency 5.1:

Identify the physical plant management duties of the child care director.

Application:

The Student will:

1. Design a home based or center based facility which meets Department of Human Services licensing regulations for health and safety.
2. Interview a director on housekeeping, maintenance and repair operations, and record information.
3. Using a checklist, inspect physical plant at a child care/education setting and record needed repair and maintenance work.

Competency 5.1:

Identify the physical plant management duties of the child care director.

Suggested Activities:

1. Invite a licensing representative from the Texas Department of Protective Services To Discuss current standards and regulations for operating child care centers and family day homes.

2. Using a prepared checklist, tour a local child development center and evaluate it for effective physical management.

3. Under the supervision of class instructor, place all moveable equipment from a child care classroom in the middle of the room. In small groups discuss possible improvements to room arrangement and try them out. Role play children using the new arrangement and evaluate new arrangement.

References:

Sciarra, Dorothy. Developing And Administering A Child Care Center. pp 11-40.

Modligiani, Kathy. Opening Your Door To Children: How To Start A Family Day Care Program.

Cherry, Clare. Nursery School And Day Care Management Guide. pp 53-85.

Hildebrand, Verna. Management of Child Development Centers. pp 196-215.

COURSE: Administration of the Child Care/Education Program

Unit 6: Enrollment

Competency 6.1:

Demonstrate an understanding of enrollment procedures.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will demonstrate an understanding of enrollment procedures, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain how advocacy and marketing affect enrollment.
2. Describe ways of marketing a variety of programs to increase or maintain enrollment.
3. Identify materials needed to enroll students.
4. Identify necessary procedures in the enrollment process:
    - 4a. Establish policy on enrollment requirements (fees, age, hours of attendance, waiting lists).
    - 4b. Disseminate required, other enrollment information to parents.
    - 4c. Obtain completed enrollment cards.
    - 4d. Obtain completed medical, emergency information forms.
    - 4e. Record date of received application.
    - 4f. Establish a waiting list.
    - 4g. Collect enrollment, care fees.

Competency 6.1:

Demonstrate an understanding of enrollment procedures.

Application:

The Student will:

1. Interview a director; record information on enrollment procedures and collect enrollment forms.
2. Develop an enrollment policy for a chosen child care and education program.

Competency 6.1:

Demonstrate an understanding of enrollment procedures.

Suggested Activities:

1. Invite a panel of child care directors to discuss enrollment grouping and practices (e.g. interview information, age requirements). Compare and contrast enrollment practices.

2. Write a one to two paragraph statement on inclusion of children with special needs in a given child care/education program.

References:

Sciarra, Dorothy. Developing and Administering A Child care Center, pp 263-273.

COURSE: Administration of the Child Care/Education Program

Unit 7: Public Relations: Parents and the Community

Competency 7.1:

Describe the ingredients needed to promote relations between the child care program and parents and the community.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will describe the ingredients needed to promote relations between the child care program and parents and the community, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Describe ways of marketing the program and promoting public relations with parents and the community:
    - 1a. maintenance of physical plant
    - 1b. telephone answering etiquette, procedures
    - 1c. program visitation
    - 1d. parent handbook
    - 1e. advertisements
    - 1f. open house
    - 1g. brochure
    - 1h. community activities
2. Explain the purpose of a parent handbook.
3. Identify and define topics to cover in a parent handbook:
    - 3a. educational philosophy
    - 3b. operating hours, dates, policies

Competency 7.1:

Describe the ingredients needed to promote relations between the child care program and parents and the community.

Cognitive:

- 3c. arrival and departure procedures
- 3d. parent participation
- 3e. evaluations of children
- 3f. meals and snacks
- 3g. enrollment procedures, policies, fees
- 3h. health and safety
- 3i. children's behavior and discipline
- 3j. parent communication, meeting
- 3k. reporting of child abuse

4. Identify ways of using the parent handbook to promote communication and early childhood advocacy and education with parents.

Application:

The Student will:

1. Develop a brochure that markets a chosen child care/education program.
2. Develop one topic for publication in a parent handbook.
3. Practice telephone answering etiquette and procedures.
4. Participate in a community activity which promotes a child care/education program.

Competency 7.1:

Describe the ingredients needed to promote relations between the child care program and parents and the community.

Suggested Activities:

1. Write a mini training program for child care center staff in telephone answering and greeting etiquette.

2. Role play appropriate and inappropriate ways of answering the telephone and greeting visitors.

3. Given information from instructor on operations at a local center, write one section of a parent handbook for the center.

- History of center
- Welcome to parents and family
- Statement regarding discipline
- Daily routine, program for children
- Parent involvement, contacts, visits, conferences newsletters, reporting family emergencies, and special events

4. Write a one to two paragraph statement on inclusion of children with special needs in a given child care/education program.

References:

Hildebrand, Verna. Management of Child Development Centers. pp 281-295.

COURSE: Administration of Child Care Centers

Unit 8: Legal Issues

Competency 8.1:

Demonstrate an understanding of the legal responsibilities of the child care center director.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will demonstrate an understanding of the legal responsibilities of the child care center director, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Identify state and local regulatory agencies which interface with child development center operations.
2. Summarize local and state regulations which concern an employer in a child care center.
3. Summarize state licensing standards which pertain to program management and planning.
4. Explain the director's role in complying with local and state regulatory standards.
5. Explain the need to keep in contact with state and local regulatory agencies.
6. Summarize public laws which pertain to program management and planning.
7. Explain the director's role in complying with PL 99-457.
8. Analyze types of grouping patterns appropriate for child care giving which would be in compliance with current state licensing standards and current public laws.

Competency 8.1:

Demonstrate an understanding of the legal responsibilities of the child care center director.

Application:

The Student will:

1. Contact state and local regulatory agencies; determine regulations for
    - 1a. zoning.
    - 1b. application procedures.
    - 1c. conditional use permit.
2. Analyze a local child care program's potential for liability.
3. Write guidelines for protecting a child care program from liability.
4. Define adequate insurance coverage.
5. Describe how contracts are made with companies and individuals for services.
6. Write guidelines for working with parents; children, and the courts in child custody disputes, child abuses cases, or other litigations.

Competency 8.1:

Demonstrate an understanding of the legal responsibilities of the child care center director.

Suggested Activities:

1. Invite a representative from the local zoning agency to discuss regulations regarding location requirements for child development centers.

2. From a teacher-prepared example conduct a mini case study of a hypothetical child care center. Determine its soundness in complying with local and state regulations, and its liability factor. Discuss findings with classmates.

3. Invite a specialist from the Department of Human Services to speak on the characteristics of centers in the state which are exemplary models in meeting and exceeding state licensing regulations. If possible, make arrangements to visit one or more of the centers detailed in the talk.

References:

Cherry, Clare. Nursery School And Day Care Center Management Guide. pp 11-13.

Department of Protective and Regulatory Services. Minimum Standards : Day Care Centers.

ADMINISTRATION OF THE CHILD/CARE EDUCATION PROGRAM

STUDENT COMPETENCY PROFILE

DIRECTIONS: Indicate the appropriate number to evaluate the degree of competency on a scale of 1 to 4:

RATING SCALE:

1 - Clearly Outstanding The student shows exceptional knowledge and/or performs the task skillfully with no instructional support or supervision.

2 - Satisfactory The student shows adequate knowledge or performs the task adequately with limited instructional support or supervision.

3 - Needs Improvement The student shows minimal knowledge and/or has difficulty performing the task independently and needs close instructional support or supervision.

4 - No Exposure or Experience in this Area

ADMINISTRATION OF THE CHILD CARE/EDUCATION PROGRAM

1.1 Describe the programs and schools available to the professional seeking directorship.

Cognitive	1	2	3	4	5	6
1. Identify and explain the types of child care programs licensed in Texas: 1a. Half-day programs						
1b. All-day programs						
1c. Hourly drop-in programs						
2. Identify and describe the types of schools/centers licensed in Texas: 2a. Private profit-making						
(1) proprietary						
(2) home-based care						
(3) corporation						
(4) employer-sponsored						
2b. Non-profit schools						
(1) cooperative						
(2) church-sponsored						
(3) laboratory						
(4) publicly funded						

ADMINISTRATION OF THE CHILD CARE/EDUCATION PROGRAM

1.1 Describe the programs and schools available to the professional seeking directorship.						
Cognitive	1	2	3	4	5	6
(5) head start						
3. List the similarities and differences of half-day and full-day programs.						
4. Describe the strengths and limits of home-based child care.						
5. Describe the strengths and limits of center-based care.						
Application 1. Survey the kinds of programs and schools available for the care and education of children in the local community.						
2. Observe and record the characteristics of one program at a chosen school.						

ADMINISTRATION OF THE CHILD CARE/EDUCATION PROGRAM

1.2	Demonstrate an understanding of the characteristics of effective directors in settings serving young children.						
Cognitive		1	2	3	4	5	6
1.	Identify and give examples of the personal qualities and abilities needed to be an effective child care/education director: 1a. initiative						
	1b. self-confidence						
	1c. perception						
	1d. intelligence						
	1e. maturity						
	1f. supervisory ability						
	1g. decisiveness						
	1h. loyalty						
	1i. honesty						
	1j. strengthening ability						
2.	Describe the interpersonal skills needed to be successful as a director: 2a. goal setting, planning						

ADMINISTRATION OF THE CHILD CARE/EDUCATION PROGRAM

1.2	Demonstrate an understanding of the characteristics of effective directors in settings serving young children.						
Cognitive		1	2	3	4	5	6
	2b. delegating responsibility						
	2c. organizing time, work						
	2d. decision making						
	2e. problem solving						
	2f. interpersonal communication skills						
	2g. multicultural awareness, sensitivity						
	2h. budgeting, accounting						
3.	Identify national organization's recommended qualifications for directorship.						
4.	Identify Department of Human Services requirements for directorship positions.						
Application							
1.	Using a checklist, observe a director in a setting which serves young children, and record characteristics and skills observed.						

97

98

ADMINISTRATION OF THE CHILD CARE/EDUCATION PROGRAM.

1.3	Distinguish the general responsibilities of the child care director in a variety of settings.						
1.	Identify and explain the director's general areas of responsibility in each of the following programs: For profit: home based, center based, corporation; Non profit: cooperative, church sponsored, laboratory, publicly funded: 1a. setting policy	1	2	3	4	5	6
	1b. enrollment of children						
	1c. curriculum						
	1d. physical plant and equipment						
	1e. fiscal management						
	1f. management and professional development of personnel						
	1g. leadership						
	1h. parent/community involvement and education						
2.	List the principles of effective time management.						
3.	Describe the ways a computer can be utilized to manage a program or center.						
Application 1.	Observe a center director and a home-based director and record responsibilities and duties of each.						

ADMINISTRATION OF THE CHILD CARE/EDUCATION PROGRAM

1.4	Use decision making skills to plan a career in program administration.						
Cognitive		1	2	3	4	5	6
1.	Identify procedures to use in decision making: 1a. Clarify or identify problem.						
1b.	Develop a list of choices or alternatives.						
1c.	Discuss the advantages and disadvantages of each alternative.						
1d.	Put alternatives in a priority order.						
1e.	Choose an alternative to implement.						
2.	Develop a career goal in administration using decision making principles.						
Application 1.	Gather resource materials on position openings, required qualifications.						
2.	Complete a personal resume.						
3.	Complete simulated job/licensing application.						
4.	Complete simulated job/licensing interview.						

ADMINISTRATION OF THE CHILD CARE/EDUCATION PROGRAM

2.1 Demonstrate an understanding of planning and evaluating programs which serve children.						
Cognitive	1	2	3	4	5	6
1. Define philosophy.						
2. Explain the relationship between a program's stated philosophy and quality of programming.						
3. List and give examples of the steps needed to implement a program philosophy: 3a. written statements about children's needs						
3b. goal setting to meet needs						
3c. written objectives to meet goals						
3d. implementation of objectives						
4. Explain the purpose of evaluating the program.						
5. List and describe the steps needed to evaluate a program: 5a. stated goals						
5b. stated objectives to meet goals						
5c. criteria for judging whether objective was met, and at what level of performance.						

ADMINISTRATION OF THE CHILD CARE/EDUCATION PROGRAM

2.1 Demonstrate an understanding of planning and evaluating programs which serve children.

Cognitive	1	2	3	4	5	6
5d. choosing an evaluation method: (1) observation						
(2) checklists						
(3) commercial or teacher-made tests						
(4) parent interviews						
(5) time sampling						
(6) portfolios of activities done						
5e. Write recommendations for adaptions and changes needed in the program based upon evidence collected						
Application 1. Develop a personal philosophy for a program.						
2. Write five goals needed to implement part of the philosophy.						
3. Write objectives to meet the five stated goals.						

ADMINISTRATION OF THE CHILD CARE/EDUCATION PROGRAM

3.1 Demonstrate an understanding of personnel management.						
Cognitive	1	2	3	4	5	6
1. Explain procedures for recruiting staff: 1a. determine qualifications needed						
1b. write position opening announcement						
1c. distribute announcement to appropriate sources						
2. Describe each component in the selection process: 2a. developing an application						
2b. screening applications						
2c. interviewing						
2d. evaluating applicants						
2e. notification of selection/nonselection						
3. Explain the purpose of a written personnel policy.						
4. Identify essential components of a personnel policy: 4a. conditions of employment						
4b. equal opportunity/affirmative action						
4c. employee orientation						
4d. overtime						

ADMINISTRATION OF THE CHILD CARE/EDUCATION PROGRAM

3.1	Demonstrate an understanding of personnel management.						
Cognitive		1	2	3	4	5	6
4e.	personnel evaluation, promotion, termination						
4f.	reduction-in-force						
4g.	leaves, holidays-vacation						
4h.	benefits and services						
4i.	professional training and development						
4j.	accident prevention, follow up procedures						
4k.	AIDS-HIV guidelines						
5.	Describe how to arrange staff work schedules.						
6.	Explain the purpose of conducting a regularly scheduled staff meetings.						
7.	Describe the steps in conducting an effective meeting.						
8.	Explain the purpose of continuous employee supervision and evaluation.						
9.	Describe the components of an effective performance appraisal form.						
10.	Describe the components of an effective performance appraisal conference.						
11.	Explain the purpose of in-service professional training and development.						

ADMINISTRATION OF THE CHILD CARE/EDUCATION PROGRAM

3.1 Demonstrate an understanding of personnel management.						
Cognitive	1	2	3	4	5	6
12. Identify and describe professional development and training methods: 12a. orientation						
12b. mentoring						
12c. partnership						
12d. college classes						
12e. staff meetings						
12f. workshops						
12g. group discussions						
12h. self-video-taped observations						
12i. field trips						
12j. professional organizational meetings						
13. List components for a successful training session.						

ADMINISTRATION OF THE CHILD CARE/EDUCATION PROGRAM

3.1 Demonstrate an understanding of personnel management.						
Application	1	2	3	4	5	6
1. Write a position opening announcement for a setting serving young children.						
2. Develop an application for use with persons applying for positions in an early childhood setting.						
3. Using role play, practice interviewing child care staff applicants.						
4. Write one regulation for a personnel policy handbook.						
5. Using role play, practice the procedures of conducting a performance appraisal with a staff member, to include recommendations for professional development.						

ADMINISTRATION OF THE CHILD CARE/EDUCATION

4.1 Describe the principles of fiscal management.						
Cognitive	1	2	3	4	5	6
1. Define budget.						
2. Discuss the procedures in determining a budget: 2a. List previously determined goals.						
2b. Involve staff in requesting written budget needs, wants.						
2c. List expenses.						
2d. List sources of income.						
2e. Prioritize items based upon stated goals.						
2f. Determine final budget.						
2g. Submit to necessary authority for approval.						
2h. Work from approved budget.						
3. Describe principles of managing a budget: 3a. Designate those with purchasing authority.						
3b. Designate those with disbursement authority.						
3c. Designate person to collect fees and tuition.						
3d. Keep current ledgers and status reports.						

ADMINISTRATION OF THE CHILD CARE/EDUCATION PROGRAM

4.1 Describe the principles of fiscal management.

Application	1	2	3	4	5	6
1. Plan a budget for a program serving young children.						
2. Prepare a budget which needs amending.						
3. Observe office secretary's role as program treasurer and record duties.						

ADMINISTRATION OF THE CHILD CARE/EDUCATION PROGRAM

5.1 Identify the physical management duties of the child care director.						
Cognitive	1	2	3	4	5	6
1. Describe the relationship between the Department of Human Services licensing regulations and planning the child care environment.						
2. Identify responsibilities that affect the health of staff and children.						
3. Identify responsibilities that affect the safety of staff and children.						
4. Explain the principles of planning and using space effectively.						
5. Describe housekeeping duties needed in a child care setting serving young children.						
6. Describe repair service agreements needed in a child care setting serving young children.						
7. Identify records needed for repair schedules, equipment maintenance, and owner's information.						
Application						
1. Design a home based or center based facility which meets Department of Human Services licensing regulations for health and safety.						
2. Interview a director on housekeeping, maintenance and repair operations, and record information.						

ADMINISTRATION OF THE CHILD CARE/EDUCATION PROGRAM

6.1 Demonstrate an understanding of enrollment procedures.						
Cognitive	1	2	3	4	5	6
1. Explain how advocacy and marketing affect enrollment.						
2. Describe ways of marketing a variety of programs to increase or maintain enrollment.						
3. Identify materials needed to enroll students.						
4. Identify necessary procedures in the enrollment process: 4a. Establish policy on enrollment requirements (fees, age, hours of attendance, waiting lists).						
4b. Disseminate required, other enrollment information to parents.						
4c. Obtain completed enrollment cards.						
4d. Obtain completed medical, emergency information forms.						
4e. Record date of received application.						
4f. Establish a waiting list.						
4g. Collect enrollment, care fees.						

ADMINISTRATION OF THE CHILD CARE/EDUCATION PROGRAM

6.1 Demonstrate an understanding of enrollment procedures.						
Application	1	2	3	4	5	6
1. Interview a director; record information on enrollment procedures and collect enrollment forms.						
2. Develop an enrollment policy for a chosen child care and education program.						

ADMINISTRATION OF THE CHILD CARE/EDUCATION PROGRAM

7.1 Describe the ingredients needed to promote relations between the child care program and parents and the community.

Cognitive		1	2	3	4	5	6
1.	Describe ways of marketing the program and promoting public relations with parents and the community: 1a. maintenance of physical plant						
	1b. telephone answering etiquette, procedures						
	1c. program visitation						
	1d. parent handbook						
	1e. advertisements						
	1f. open house						
	1g. brochure						
	1h. community activities						
2.	Explain the purpose of a parent handbook.						
3.	Identify and describe topics to cover in a parent handbook: 3a. educational philosophy						
	3b. operating hours, dates, policies						

ADMINISTRATION OF THE CHILD CARE/EDUCATION PROGRAM

7.1	Describe the ingredients needed to promote relations between the child care program and parents and the community.	1	2	3	4	5	6
Cognitive							
3c.	arrival and departure procedures						
3d.	parent participation						
3e.	evaluations of children						
3f.	meals and snacks						
3g.	enrollment procedures, policies, fees						
3h.	health and safety						
3i.	children's behavior and discipline						
3j.	parent communication, meeting						
3k.	reporting of child abuse						
4.	Identify ways of using the parent handbook to promote communication and early childhood advocacy and education with parents.						
Application							
1.	Develop a brochure that markets a chosen child care/education program.						
2.	Develop one topic for publication in a parent handbook.						

ADMINISTRATION OF THE CHILD CARE/EDUCATION PROGRAM

7.1 Describe the ingredients needed to promote relations between the child care program and parents and the community.						
Application	1	2	3	4	5	6
3. Practice telephone answering etiquette and procedures.						
4. Participate in a community activity which promotes a child care/education program.						
5. Using a checklist, inspect physical plant at a child care/education setting and record needed repair and maintenance work.						

ADMINISTRATION OF THE CHILD CARE/EDUCATION PROGRAM

8.1	Demonstrate an understanding of the legal responsibilities of the child care center director.						
Cognitive		1	2	3	4	5	6
1.	Identify state and local regulatory agencies which interface with child development center operations.						
2.	Summarize local and state regulations which concern an employer in a child care center.						
3.	Summarize state licensing standards which pertain to program management and planning.						
4.	Explain the director's role in complying with local and state regulatory standards.						
5.	Explain the need to keep in contact with state and local regulatory agencies.						
6.	Summarize public laws which pertain to program management and planning.						
7.	Explain the director's role in complying with PL 99-457.						
8.	Analyze types of grouping patterns appropriate for child care giving which would be in compliance with current state licensing standards and current public laws.						

ADMINISTRATION OF THE CHILD CARE/EDUCATION PROGRAM

8.1 Demonstrate an understanding of the legal responsibilities of the child care center director.						
Application	1	2	3	4	5	6
1. Contact state and local regulatory agencies; determine regulations for 1a. zoning.						
1b. application procedures.						
1c. conditional use permit.						
2. Analyze a local child care program's potential for liability.						
3. Write guidelines for protecting a child care program from liability.						
4. Define adequate insurance coverage.						
5. Describe how contracts are made with companies and individuals for services.						
6. Write guidelines for working with parents; children, and the courts in child custody disputes, child abuses cases, or other litigations.						

Management Techniques For Directors

Course Description: This is the second of two courses in child care administration. It covers theoretical aspects of managing a child development center. The main emphasis is placed on leadership styles, formulating and implementing staff development and program goals, problem solving, delegation and decentralization, increasing staff morale, preventing burnout, and theories of managing child care centers.

Course Credit: 3 (2 lec/2 lab)

Sequence of Competencies by Learning Unit:

1.1 Demonstrate an understanding of the leadership characteristics of an effective early childhood center director.

2.1 Comprehend the duties of an early childhood program director.

2.2 Recognize the work habits needed to be a good time manager.

2.3 Comprehend planning skills.

2.4 Comprehend problem solving skills.

2.5 Comprehend delegation skills.

2.6 Analyze leading skills.

2.7 Understand motivating skills.

2.8 Understand the principles of team building.

2.9 Recognize staff evaluation skills.

2.10 Understand the principles of directing for quality.

3.1 Perform skills needed to be an effective child care/education program director.

COURSE: Management Techniques for Directors

Unit 1: Director Characteristics

Competency 1.1:

Demonstrate an understanding of the leadership characteristics of an effective early childhood center director.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will demonstrate an understanding of the leadership characteristics of an effective early childhood center director, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Give examples of the qualities employers/boards seek when hiring directors of centers:
    *1a. basic workplace capabilities
        (1) reading
        (2) writing at work
        (3) computation
        (4) speaking
        (5) listening
        (6) problem solving
        (7) creativity
        (8) self esteem
        (9) motivation
        (10) personal development
        (11) teamwork

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* See "Basic Workplace Skills" in appendix of *2+2 Tech Prep Early Childhood Professions Postsecondary Curriculum Guide.*

Competency 1.1:

Demonstrate an understanding of the leadership characteristics of an effective early childhood center director.

Cognitive:

- 1b. leading capabilities
  - (1) appropriate education, experience
  - (2) common sense
  - (3) ability to plan
  - (4) ability to delegate
  - (5) ability to direct and guide
  - (6) ability to motivate
- 2. Give examples of the interpersonal skills needed to be a successful director:
  - 2a. appropriate verbal and non-verbal communication
  - 2b. congruence in verbal and non-verbal messages
  - 2c. adult-adult transaction style
  - 2d. active listening
  - 2e. questioning ability
    - (1) to gain information
    - (2) to uncover motives
    - (3) to give information
    - (4) to check understanding
    - (5) to determine learning style
  - 2f. appropriate use of physical space
  - 2g. conflict-resolution capabilities

Application:

The Student will:

1. Interview a center director and record educational background, work experience information.
2. Observe a director at an early childhood center setting. Record leadership characteristics observed.

Competency 1.1:

Demonstrate an understanding of leadership characteristics of an effective early childhood center director.

Suggested Activities:	References:
1. In dyads, role play effective and ineffective ways for a center director to question a staff member to: • Gain information • Uncover motives • Check understanding	Hunsaker, Phillip. The Art of Managing People. pp 95-119.
2. Write a feedback theme paper describing the sense of community which prevailed or was absent in a center where you worked with children. Who set the tone for the environment? How did the tone affect your mood? self-esteem? relationships with others? What would you recreate from that experience if you were a director? What wouldn't you recreate and why?	Sciarra, Dorothy. Developing and Administering a Child Care Center. pp 1-8.
3. In small groups, take on the role of center directors. Brainstorm ideas and list things you can control or change and things you can't control or change in managing staff members. Complete Working Paper Exercise 1-1 on page 9 of Sciarra's text.	Sciarra, Dorothy. Developing. pp 8-9.

COURSE: Management Techniques for Directors

Unit 2: Director Duties

Competency 2.1:

Comprehend the duties of an early childhood director.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will comprehend the duties of an early childhood director, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the leadership roles of an early childhood center director:
    - 1a. delegator
    - 1b. negotiator
    - 1c. coach/trainer
    - 1d. team builder
    - 1e. team player
    - 1f. monitor
    - 1g. evaluator
    - 1h. problem solver
    - 1i. business person
    - 1j. public relations
2. Develop a director's matrix which specifies instances each role is needed.

Competency 2.1:

Comprehend the duties of an early childhood director.

Application:

The Student will:

1. Using a prepared checklist observe a center director for a one week period of time and record roles undertaken.

Competency 2.1:

Comprehend the duties of an early childhood director.

Suggested Activities:

1. Obtain permission from a center director in the community to attend a staff meeting. Record the roles and duties taken on by the director during the staff meeting. Discuss with classmates how the director addressed problems brought up during the meeting? Was the style effective? How would you have handled problems brought up?

References:

Sciarra, Dorothy. Developing and Administering A Child Care Center. pp341-357.

COURSE: Management Techniques for Directors

Unit 2: Director Duties

Competency 2.2:

Recognize work habits needed to be a good time manager.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will recognize habits needed to be a good time manager, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Describe the habits needed for effective center/staff management:
   - 1a. organize work space and routines
   - 1b. sort tasks
   - 1c. schedule time for planning
   - 1d. determine long and short range goals
   - 1e. set deadlines for self and others
   - 1f. prepare a "To Do" list on a daily basis
2. Give examples of self-help techniques to use in effective time management:
   - 2a. Break each task into smaller units.
   - 2b. Reward self for completed tasks.
   - 2c. Make commitments public.
   - 2d. Utilize technology.
3. Define stress.
4. Distinguish "Type A" and "Type B" behavior.
5. Identify ways of managing stress:
   - 5a. effective time management of work

Competency 2.2:

Recognize work habits needed to be a good time manager.

Cognitive:

5b. problem-solving skills
5c. realistic output expectations
5d. physical exercise
5e. relaxation techniques
5f. social support

Application:

The Student will:

1. Observe a center director for a one week period and record work habits.

Competency 2.2:

Recognize work habits needed to be a good time manager.

Suggested Activities:	References:
1. Read and discuss a book on time management. Complete a self-inventory and assess the need to make lifestyle, internal self-talk changes for improved relationships and time management.	Friedman, Meyer. A Type Behavior And Your Heart. Covey, Stephen. The Seven Habits of Highly Effective People. Blanchard, Kenneth. The One Minute Manager.
2. Read literature on leadership styles which include effective ways of managing time. Discuss how the principles could be utilized with staff in a center setting.	Deming, William. Out of The Crisis. Peters, Tom. Thriving on Chaos. Blanchard,Kenneth. Putting The One Minute Manager To Work.

COURSE: Management Techniques for Directors

Unit 2: Director Duties

Competency 2.3:

Comprehend planning skills.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will comprehend planning skills, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Give examples for the steps involved in planning:
   - 1a. Establish goals, objectives.
   - 1b. Define situation.
   - 1c. List barriers to goals.
   - 1d. Brainstorm objectives to meet goals.
   - 1e. Choose an action plan.
   - 1f. Prepare a budget.
   - 1g. Implement plan.
   - 1h. Evaluate plan.
2. Describe the components of the management-by-objectives model.
3. Evaluate the MBO model for use in an early childhood care/education center.

Competency 2.3:

Comprehend planning skills.

Application:

The Student will:

1. Observe employees (locally or on videotape) in an organization that utilizes the MBO model. Record planning, interactions, and organizational methods observed.
2. Develop a plan, using the MBO model, to reach one identified objective for a local child development center.
3. Self-evaluate the written plan using a prepared checklist.

Competency 2.3:

Comprehend planning skills.

Suggested Activities:	References:
1. In small groups work through the steps involved in planning for one or more of the following situations: • Replacing worn, outdated playground equipment. • Hiring additional staff for increased enrollment of children • Unexpected heater bill from a major breakdown.	DuBrin, Andrew. "Essentials of Planning," pp 67-95. Essentials of Management.
2. Hold a class debate on the pros and cons of using the Management By Objectives method in planning.	DuBrin, Andrew. Essentials.

COURSE: Management Techniques for Directors

Unit 2: Director Duties

Competency 2.4:

Comprehend problem solving skills.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will comprehend problem solving skills, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the importance of recognizing and addressing problems.
2. List psychological and physical barriers to confronting problems.
3. Explain ways of identifying problems:
    - 3a. discrepancy between past and present situations
    - 3b. unmet goals
    - 3c. criticism from staff
    - 3d. criticism from parents, public
4. Explain each stage of the search for finding solutions:
    - 4a. Brainstorm ideas.
    - 4b. Choose a workable action plan.
    - 4c. Implement the plan.
5. Explain ways of evaluating the action plan:
    - 5a. Collect feedback.
    - 5b. Assess outcome.

Competency 2.4:

Comprehend problem solving skills.

Cognitive:

6. Describe methods of utilizing staff members to solve problems:
    - 6a. strategic planning committees
    - 6b. quality circles
    - 6c. group meetings
    - 6d. consulting individuals among staff
7. List the advantages and disadvantages of each problem solving method.

Application:

The Student will:

1. Observe a director and the center staff for a period of time at a local early childhood care/education center. Record method(s) used to solve problems.
2. Evaluate method(s) utilized.

Competency 2.4:

Comprehend problem-solving skills.

Suggested Activities:

1. To better understand your ability to solve problems creatively, complete The Ego-Permissive Scale. Discuss results with classmates.

2. Identify problems center directors might face, and describe the actual and ideal conditions in relation to the problem.

3. Given instructor prepared problems, use formal problem-solving steps to work out the problem. Write the steps and then role play the written steps:

Possible problems-

- A parent comes to you, the director, and claims a center teacher spanked her child and left a bruise as evidence.

- A teacher (different from above example) who was once prompt and conscientious is now tardy once or twice a week, calls in sick once a week, and has an uneven temperament with the children.

- A new center has opened in town and parents in the community are giving rave reviews. You have lost three children to it in just two weeks since it opened.

References:

DuBrin, Andrew. "Problem Solving and Decision Making," Essentials of Management. pp 97-113.

DuBrin, Andrew. Essentials of Management. pp 97-127.

COURSE: Management Techniques for Directors

Unit 2: Director Duties

Competency 2.5:

Comprehend delegation skills.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will comprehend delegation skills, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Describe the three steps in the delegation process:
    - 1a. assign duties
    - 1b. give authority
    - 1c. require accountability
2. Explain effective delegation axioms:
    - 2a. include staff in delegation process
    - 2b. select appropriate personnel
    - 2c. monitor intermittently

Competency 2.5:

Comprehend delegation skills.

Application:

The Student will:

1. Interview a center director on delegation philosophy and methods; record information.
2. Observe a center director and record instances of task delegation. Identify axioms observed.

Competency 2.5:

Comprehend delegation skills.

Suggested Activities:

1. Read and discuss literature on the art of delegating.

2. Brainstorm tasks that the center director should delegate and tasks s/he should take on her/him self. Compare and contrast list with that of classmates.

3. Role play a center director and staff members at a staff meeting. Take turns portraying the director delegating tasks. Afterwards, evaluate effectiveness in way delegation of tasks was handled by the portrayed directors.

References:

DuBrin, Andrew. Essentials of Management. pp 191-215.

COURSE: Management Techniques for Directors

Unit 2: Director Duties

Competency 2.6:

Analyze leading skills.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will analyze leading skills, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Define leadership.
2. Describe the three premises of leadership:
    - 2a. power
    - 2b. authority
    - 2c. persuasion
3. Explain the relationship between power and authority.
4. Describe effective techniques to use in guiding staff members:
    - 4a. assertiveness
    - 4b. reasoning
    - 4c. compensation
5. List the characteristics of major leadership styles:
    - 5a. autocratic
    - 5b. democratic
    - 5c. laissez-faire
6. Describe the principles of Theory X and Theory Y.
7. Point out the relationship between Theory X and Theory Y and leadership styles.

Competency 2.6:

Analyze leading skills.

Cognitive:

8. Analyze the situational effectiveness of each leadership style for use in the early childhood center/program setting for:
    - 8a. motivating staff
    - 8b. relating to staff
    - 8c. organizing program
    - 8d. setting goals
    - 8e. solving problems
    - 8f. meeting objectives
    - 8g. evaluating staff
    - 8h. marketing early childhood center program
9. Explain why the situation determines the leadership style needed.
10. Describe how the Myers-Briggs Personality Indicator can be utilized for staff development and delegation of tasks.
11. Describe how a learning styles inventory can be utilized for staff development.

Application:

The Student will:

1. Observe a center director, and with a prepared checklist, record actions. Determine which managerial style(s) is/are in use.
2. Evaluate the managerial style(s) utilized by the director.
3. Complete a leadership style inventory to determine personal leadership style.
4. Develop a personal leadership development plan based on inventory results.

Competency 2.6:

Analyze leading skills.

Suggested Activities:

1. Read and discuss literature on leading styles.

2. Role play a center director in a variety of leadership styles. Discuss the effectiveness of each style in dramatized situations: (possible starters follow)

- A lead teacher wants you to "do something now" about the teacher next door who "has no control over her children and is disrupting my children by the noise level that carries over."
- A new cook has been hired and has been serving meals which don't appeal to the children. How do you handle this?

3. Invite a successful manager to discuss strategies that work for her/him in her/his place of business. Write down the strategies and discuss with classmates ways of incorporating the concepts in the child care center.

References:

DuBrin, Andrew. Essentials of Management. pp 262-275.

156

COURSE: Management Techniques for Directors

Unit 2: Director Duties

Competency 2.7:

Understand motivating skills.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will understand motivating skills, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Define motivation.
2. Explain the relationship between motivation and performance.
3. Explain the purpose of motivating staff at the child care/education center.
4. Identify and describe major theories of motivation:
    - 4a. Maslow's Need Hierarchy
    - 4b. Herzberg's Two-Factor Theory
    - 4c. Skinner's Behavior Modification Theory
    - 4d. Expectancy Theory
    - 4e. Corporate Culture
5. Examine the viability of each theory with an early childhood center staff.
6. Explain how individual learning style influences motivation.

Competency 2.7:

Understand motivating skills.

Application:

The Student will:

1. Observe a center director and record instances of motivating skills used with staff members.
2. Determine the theory(ies) of motivation used most; analyze for effectiveness in meeting center objectives.

Competency 2.7:

Understand motivating skills.

Suggested Activities:

1. Read and discuss literature on motivating skills.

2. Based on concepts learned from the literature, brainstorm ways a center director could motivate "lazy" employees.

3. Hold a class debate on the use of behavior modification in the workplace. Include in the debate possible appropriate and inappropriate reinforcers.

4. Identify one problem at a local child care center in which the director has control to solve through motivating employees. Write a plan, to include steps and methodology, to solve the problem. Share plan with classmates and ask for feedback.

References:

DuBrin, Andrew. Essentials of Management. pp 291-316.

COURSE: Management Techniques for Directors

Unit 2: Director Duties

Competency 2.8:

Understand the principles of team building.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will understand the principles of team building, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the purpose of developing staff cohesion.
2. Describe the conditions needed for building a team:
    - 2a. appropriate size
    - 2b. appropriate mix of personalities/learning styles
    - 2c. appropriate opportunities
    - 2d. friendship
3. Explain the stages of group development:
    - 3a. developing mutual acceptance
    - 3b. motivation and decision making
    - 3c. productivity
    - 3d. control and organization
4. List barriers to team cohesion:
    - 4a. unclear role expectation
    - 4b. competitiveness
    - 4c. intolerance
    - 4d. task of shared experiences and/or resources

Competency 2.8:

Understand the principles of team building.

Cognitive:

    4e. lack of positive feedback
5. Outline ways of developing staff cohesion:
    5a. shared experiences
    5b. meetings
    5c. parties, outings
    5d. common goal

Application:

The Student will:

1. Observe staff members in a child care/education setting, and record instances of team building.

Competency 2.8:

Understand the principles of team building.

Suggested Activities:

1. Read and discuss literature on leadership skills needed in creating effective teams.

2. Bring in a consultant (or obtain training) to give a learning styles inventory to staff members at a community-based child development center. From the results, assess teamwork opportunities in a variety of situations from the learning styles of the staff members involved. Identify specific people for each team based upon objective sought. Be able to justify selection of members to each team.

3. With the staff members above, discuss possible dynamics and outcomes if staff were to choose their own team members in setting goals, planning staff social events, and solving center problems.

References:

Reddy, W. Brendon.Ed., Team Building: Blueprints For Productivity And Satisfaction.

COURSE: Management Techniques for Directors

Unit 2: Director Duties

Competency 2.9:

Recognize staff evaluation skills.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will recognize staff evaluation skills, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the need for establishing and announcing employee work standards.
2. Define evaluation.
3. Describe the reasons for evaluating center staff:
    - 3a. professional development
    - 3b. promotion
    - 3c. salary raise
    - 3d. documenting for termination
4. Give examples of the steps for one kind of evaluation:
    - 4a. Define purpose of evaluating staff.
    - 4b. Study evaluation instruments and methods which fit purpose.
    - 4c. Establish an evaluation cycle for each staff member.
    - 4d. Implement the evaluation plan.
    - 4e. Evaluate the plan.
5. Explain the reason or including staff members in the evaluation design process.
6. Identify appropriate instruments for evaluating staff in the child care/education center.

Competency 2.9:

Recognize staff evaluation skills.

Cognitive:

7. Describe the components needed in each counseling session of the performance appraisal cycle:
    - 7a. orientation conference
    - 7b. pre-observation conference
    - 7c. post-observation conference
8. Explain the purposes of evaluating exemplary staff members.
9. Give examples of factors which contribute to poor job performance:
    - 9a. lack of intellectual ability
    - 9b. lack of job knowledge
    - 9c. emotional problems
    - 9d. drug addiction
    - 9e. job burnout
    - 9f. excessive absenteeism and tardiness
    - 9g. physical limitations
10. Describe the steps to take in managing an ineffective staff member:
    - 10a. Define acceptable performance.
    - 10b. Determine deviation(s) from standard.
    - 10c. Confront staff member.
    - 10d. Establish an action plan for improvement.
    - 10e. Reevaluate performance after time interval.
    - 10f. Continue or discontinue action plan.

Application:

The Student will:

1. Practice performance appraisal skills in one/or more simulated situations:
    - 1a. caregivers in infant, toddler, preschool, school-age rooms
    - 1b. secretary
    - 1c. kitchen cook
    - 1d. custodian

Competency 2.9:

Recognize staff evaluation skills.

Suggested Activities:	References:
1. Collect and assess a variety of employee appraisal forms. Hold a class discussion on strong and weak performance appraisal forms. Be able to defend choices.	DuBrin, Andrew. Essentials of Management. pp 241-249.
2. Participate in a class debate: Resolved pay increases should be based solely on seniority. Research both sides of the issue and be able to bring in examples of other ways to determine conditions for pay raises.	
3. From studying a variety of appraisal formats, including video-taping, write a performance appraisal form you would use with teachers at a child development center where you are director.	McNergney, Robert. Teacher Development. Cooper, James, Ed. Developing Skills For Instructional Supervision.
4. Invite a group of center providers and teachers to discuss their experiences in being evaluated. Note their feelings and perceptions. What feedback prompted them to improve performance? What feedback or supervisor behavior caused an oppositional reaction?	Duke, Daniel. Teacher Evaluation: Five Keys To Growth.

COURSE: Management Techniques for Directors

Unit 2: Director Duties

Competency 2.10:

Understand the principles of directing for quality.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will understand the principles of directing for quality, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Define quality.
2. Identify the factors that contribute to a quality center:
    - 2a. organizational policy
    - 2b. facility design
    - 2c. space arrangement
    - 2d. developmentally appropriate curriculum
    - 2e. qualified staff
    - 2f. parent education program
3. Describe ways of creating a quality center program.

Competency 2.10:

Understand the principles of directing for quality.

Application:

The Student will:

1. Observe the daily operations at a child care/education center. Using a prepared checklist, record factors that contribute to the quality of the program.

Competency 2.10:

Understand the principles of directing for quality.

Suggested Activities:

1. Read and discuss literature on managing for quality.

2. Participate in a class project to survey community child development centers to find out what the qualifications are for lead teachers, assistant teachers, cooks, and custodians. Based on results of survey, and information from the National Association For The Education of Young Children, write qualification statements for each of the positions identified above. When writing the qualification statements keep in mind "hiring for quality."

3. In small groups brainstorm ways to recognize employees who have shown outstanding performance. Discuss the pros and cons of each idea with rest of class.

4. Identify a quality problem at a community center (e.g.parent questions or complaints are not followed up). Write out a plan which would solve the problem, using the "managing for quality" approach. Share plan with classmates.

References:

DuBrin, Andrew. Essentials of Management. pp 421-444.

Bredekamp, Sue and B. Willer. "Of Ladders and lattices, Cores and Cones," Young Children. March 1992.

National Association For The Education Of Young Children. Early Childhood Teacher Education Guidelines: Basic and Advanced.

COURSE: Management Techniques for Directors

Unit 3: Director Performance

Competency 3.1:

Perform skills needed to be an effective child care/education program director.

Terminal Performance Objective:

Given a mentor and/or supervisor, text, supplemental material, and field experiences, the student will perform skills needed to be an effective child care/education program director, achieving a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Application:

The Student will:

1. Identify one center goal.
2. Write a plan for achieving the center goal.
3. Use time management concepts.
4. Solve problems using a diagnostic model.
5. Delegate tasks.
6. Use an effective leading style.
7. Motivate staff members to meet objectives.
8. Plan and implement one team building activity with the staff.
9. Evaluate the center program for quality.
10. Self-evaluate performance using a prepared checklist.

Competency 3.1:

Perform skills needed to be an effective child care/education program director.

Suggested Activities:	References:
1. In small groups, take turns with others discussing the kind of director you would like to be. Which roles and responsibilities would you like most? the least?	Sciarra, Dorothy. "The Working Director," Developing and Administering A Child Development Center. pp 387- 396.
2. Take on the responsibilities of director at a child development center for two or more weeks. After a period of time ask your supervisor to spend a day with you. Ask for feedback and suggestions on managing skills at the end of the day.	
3. Write a paper on goal setting theory. Include the pros and cons of goal setting as a way to achieve objectives.	Locke, Edwin and Gary Latham. A Theory Of Goal Setting and Task Performance.

MANAGEMENT TECHNIQUES FOR DIRECTORS

STUDENT COMPETENCY PROFILE

DIRECTIONS: Indicate the appropriate number to evaluate the degree of competency on a scale of 1 to 4:

RATING SCALE: 1 - **Clearly Outstanding** The student shows exceptional knowledge and/or performs the task skillfully with no instructional support or supervision.

2 - **Satisfactory** The student shows adequate knowledge or performs the task adequately with limited instructional support or supervision.

3 - **Needs Improvement** The student shows minimal knowledge and/or has difficulty performing the task independently and needs close instructional support or supervision.

4 - **No Exposure or Experience in this Area**

MANAGEMENT TECHNIQUES FOR DIRECTORS

1.1 Demonstrate an understanding of the leadership characteristics of an effective early childhood center director.						
Cognitive	1	2	3	4	5	6
1. Give examples of the qualities employers/boards seek when hiring directors of centers: 1a. basic workplace capabilities						
(1) reading						
(2) writing at work						
(3) computation						
(4) speaking						
(5) listening						
(6) problem solving						
(7) creativity						
(8) self esteem						
(9) motivation						
(10) personal development						
(11) teamwork						

MANAGEMENT TECHNIQUES FOR DIRECTORS

1.1 Demonstrate an understanding of the leadership characteristics of an effective early childhood center director.						
Cognitive	1	2	3	4	5	6
1b. leading capabilities						
(1) appropriate education, experience						
(2) common sense						
(3) ability to plan						
(4) ability to delegate						
(5) ability to direct and guide						
(6) ability to motivate						
2. Give examples of the interpersonal skills needed to be a successful director: 2a. appropriate verbal and non-verbal communication						
2b. congruence in verbal and non-verbal messages						

MANAGEMENT TECHNIQUES FOR DIRECTORS

1.1 Demonstrate an understanding of the leadership characteristics of an effective early childhood center director.						
Cognitive	1	2	3	4	5	6
2c. adult-adult transaction style						
2d. active listening						
2e. questioning ability						
(1) to gain information						
(2) to uncover motives						
(3) to give information						
(4) to check understanding						
(5) to determine learning style						
2f. appropriate use of physical space						
2g. conflict-resolution capabilities						
Application 1. Interview a center director and record educational background, work experience information.						
2. Observe a director at an early childhood center setting. Record leadership characteristics observed.						

MANAGEMENT TECHNIQUES FOR DIRECTORS

2.1 Comprehend the duties of an early childhood director.						
Cognitive	1	2	3	4	5	6
1. Explain the leadership roles of an early childhood center director: 1a. delegator						
1b. negotiator						
1c. coach/trainer						
1d. team builder						
1e. team player						
1f. monitor						
1g. evaluator						
1h. problem solver						
1i. business person						
1j. public relations						
2. Develop a director's matrix which specifies instances each role is needed.						
Application 1. Using a prepared checklist observe a center director for a one week period of time and record roles undertaken.						

MANAGEMENT TECHNIQUES FOR DIRECTORS

2.2 Recognize work habits needed to be a good time manager.						
Cognitive	1	2	3	4	5	6
1. Describe the habits needed for effective center/staff management: 1a. organize work space and routines						
1b. sort tasks						
1c. schedule time for planning						
1d. determine long and short range goals						
1e. set deadlines for self and others						
1f. prepare a "To Do" list on a daily basis						
2. Give examples of self-help techniques to use in effective time management: 2a. Break each task into smaller units.						
2b. Reward self for completed tasks.						
2c. Make commitments public.						
2d. Utilize technology.						

MANAGEMENT TECHNIQUES FOR DIRECTORS

2.2 Recognize work habits needed to be a good time manager.						
Cognitive	1	2	3	4	5	6
3. Define stress.						
4. Distinguish "Type A" and "Type B" behavior.						
5. Identify ways of managing stress: 5a. effective time management of work						
5b. problem-solving skills						
5c. realistic output expectations						
5d. physical exercise						
5e. relaxation techniques						
5f. social support						
Application 1. Observe a center director for a one week period and record work habits.						

MANAGEMENT TECHNIQUES FOR DIRECTORS

2.3 Comprehend planning skills.						
Cognitive	1	2	3	4	5	6
1. Give examples for the steps involved in planning: 1a. Establish goals, objectives.						
1b. Define situation.						
1c. List barriers to goals.						
1d. Brainstorm objectives to meet goals.						
1e. Choose an action plan.						
1f. Prepare a budget.						
1g. Implement plan.						
1h. Evaluate plan.						
2. Describe the components of the management-by-objectives model.						
3. Evaluate the MBO model for use in an early childhood care/education center.						
Application 1. Observe employees (locally or on videotape) in an organization that utilizes the MBO model. Record planning, interactions, and organizational methods observed.						

2.3 Comprehend planning skills.						
Application	1	2	3	4	5	6
2. Develop a plan, using the MBO model, to reach one identified objective for a local child development center.						
3. Self-evaluate the written plan using a prepared checklist.						

MANAGEMENT TECHNIQUES FOR DIRECTORS

2.4 Comprehend problem solving skills.						
Cognitive	1	2	3	4	5	6
1. Explain the importance of recognizing and addressing problems.						
2. List psychological and physical barriers to confronting problems.						
3. Explain ways of identifying problems: 3a. discrepancy between past and present situations						
3b. unmet goals						
3c. criticism from staff						
3d. criticism from parents, public						
4. Explain each stage of the search for finding solutions: 4a. Brainstorm ideas.						
4b. Choose a workable action plan.						
4c. Implement the plan.						
5. Explain ways of evaluating the action plan: 5a. Collect feedback.						
5b. Assess outcome.						

MANAGEMENT TECHNIQUES FOR DIRECTORS

2.4 Comprehend problem solving skills.						
Cognitive	1	2	3	4	5	6
6. Describe methods of utilizing staff members to solve problems: 6a. strategic planning committees						
6b. quality circles						
6c. group meetings						
6d. consulting individuals among staff						
7. List the advantages and disadvantages of each problem solving method.						
Application 1. Observe a director and the center staff for a period of time at a local early childhood care/education center. Record method(s) used to solve problems.						
2. Evaluate method(s) utilized.						

MANAGEMENT TECHNIQUES FOR DIRECTORS

2.5 Comprehend delegation skills.						
Cognitive	1	2	3	4	5	6
1. Describe the three steps in the delegation process: 1a. assign duties						
1b. give authority						
1c. require accountability						
2. Explain effective delegation axioms: 2a. include staff in delegation process						
2b. select appropriate personnel						
2c. monitor intermittently						
Application 1. Interview a center director on delegation philosophy and methods; record information.						
2. Observe a center director and record instances of task delegation. Identify axioms observed.						

MANAGEMENT TECHNIQUES FOR DIRECTORS

2.6 Analyze leading skills.						
Cognitive	1	2	3	4	5	6
1. Define leadership.						
2. Describe the three premises of leadership: 2a. power						
2b. authority						
2c. persuasion						
3. Explain the relationship between power and authority.						
4. Describe effective techniques to use in guiding staff members: 4a. assertiveness						
4b. reasoning						
4c. compensation						
5. List the characteristics of major leadership styles: 5a. autocratic						
5b. democratic						
5c. laissez-faire						
6. Describe the principles of Theory X and Theory Y.						

2.6	Analyze leading skills.						
Cognitive		1	2	3	4	5	6
7.	Point out the relationship between Theory X and Theory Y and leadership styles.						
8.	Analyze the situational effectiveness of each leadership style for use in the early childhood center/program setting for: 8a. motivating staff						
	8b. relating to staff						
	8c. organizing program						
	8d. setting goals						
	8e. solving problems						
	8f. meeting objectives						
	8g. evaluating staff						
	8h. marketing early childhood center program						
9.	Explain why the situation determines the leadership style needed.						
10.	Describe how the Myers-Briggs Personality Indicator can be utilized for staff development and delegation of tasks.						
11.	Describe how a learning styles inventory can be utilized for staff development.						

MANAGEMENT TECHNIQUES FOR DIRECTORS

2.6 Analyze leading skills.						
Application	1	2	3	4	5	6
1. Observe a center director, and with a prepared checklist, record actions. Determine which managerial style(s) is/are in use.						
2. Evaluate the managerial style(s) utilized by the director.						
3. Complete a leadership style inventory to determine personal leadership style.						
4. Develop a personal leadership development plan based on inventory results.						

MANAGEMENT TECHNIQUES FOR DIRECTORS

2.7 Understand motivating skills.						
Cognitive	1	2	3	4	5	6
1. Define motivation.						
2. Explain the relationship between motivation and performance.						
3. Explain the purpose of motivating staff at the child care/education center.						
4. Identify and describe major theories of motivation: 4a. Maslow's Need Hierarchy						
4b. Herzberg's Two-Factor Theory						
4c. Skinner's Behavior Modification Theory						
4d. Expectancy Theory						
4e. Corporate Culture						
5. Examine the viability of each theory with an early childhood center staff.						
6. Explain how individual learning style influences motivation.						

MANAGEMENT TECHNIQUES FOR DIRECTORS

2.7 Understand motivating skills.						
Application	1	2	3	4	5	6
1. Observe a center director and record instances of motivating skills used with staff members.						
2. Determine the theory(ies) of motivation used most; analyze for effectiveness in meeting center objectives.						

.8 Understand the principles of team building.

Cognitive	1	2	3	4	5	6
1. Explain the purpose of developing staff cohesion.						
2. Describe the conditions needed for building a team: 2a. appropriate size						
2b. appropriate mix of personalities/learning styles						
2c. appropriate opportunities						
2d. friendship						
3. Explain the stages of group development: 3a. developing mutual acceptance						
3b. motivation and decision making						
3c. productivity						
3d. control and organization						
4. List barriers to team cohesion: 4a. unclear role expectation						
4b. competitiveness						
4c. intolerance						
4d. task of shared experiences and/or resources						

2.8 Understand the principles of team building.						
Cognitive	1	2	3	4	5	6
4e. lack of positive feedback						
5. Outline ways of developing staff cohesion: 5a. shared experiences						
5b. meetings						
5c. parties, outings						
5d. common goal						
Application 1. Observe staff members in a child care/education setting, and record instances of team building.						

2.9 Recognize staff evaluation skills.

Cognitive	1	2	3	4	5	6
1. Explain the need for establishing and announcing employee work standards.						
2. Define evaluation.						
3. Describe the reasons for evaluating center staff: 3a. professional development						
3b. promotion						
3c. salary raise						
3d. documenting for termination						
4. Give examples of the steps for one kind of evaluation: 4a. Define purpose of evaluating staff.						
4b. Study evaluation instruments and methods which fit purpose.						
4c. Establish an evaluation cycle for each staff member.						
4d. Implement the evaluation plan.						
4e. Evaluate the plan.						
5. Explain the reason or including staff members in the evaluation design process.						

2.9 Recognize staff evaluation skills.						
Cognitive	1	2	3	4	5	6
6. Identify appropriate instruments for evaluating staff in the child care/education center.						
7. Describe the components needed in each counseling session of the performance appraisal cycle: 7a. orientation conference						
7b. pre-observation conference						
7c. post-observation conference						
8. Explain the purposes of evaluating exemplary staff members.						
9. Give examples of factors which contribute to poor job performance: 9a. lack of intellectual ability						
9b. lack of job knowledge						
9c. emotional problems						
9d. drug addiction						
9e. job burnout						
9f. excessive absenteeism and tardiness						
9g. physical limitations						

MANAGEMENT TECHNIQUES FOR DIRECTORS

2.9 Recognize staff evaluation skills.						
Cognitive	1	2	3	4	5	6
10. Describe the steps to take in managing an ineffective staff member: 10a. Define acceptable performance.						
10b. Determine deviation(s) from standard.						
10c. Confront staff member.						
10d. Establish an action plan for improvement.						
10e. Reevaluate performance after time interval.						
10f. Continue or discontinue action plan.						
Application 1. Practice performance appraisal skills in one/or more simulated situations: 1a. caregivers in infant, toddler, preschool, school-age rooms						
1b. secretary						
1c. kitchen cook						
1d. custodian						

MANAGEMENT TECHNIQUES FOR DIRECTORS

2.10 Understand the principles of directing for quality.						
Cognitive	1	2	3	4	5	6
1. Define quality.						
2. Identify the factors that contribute to a quality center: 2a. organizational policy						
2b. facility design						
2c. space arrangement						
2d. developmentally appropriate curriculum						
2e. qualified staff						
2f. parent education program						
3. Describe ways of creating a quality center program.						
Application 1. Observe the daily operations at a child care/education center. Using a prepared checklist, record factors that contribute to the quality of the program.						

MANAGEMENT TECHNIQUES FOR DIRECTORS

3.1 Perform skills needed to be an effective child care/education program director.						
Application	1	2	3	4	5	6
1. Identify one center goal.						
2. Write a plan for achieving the center goal.						
3. Use time management concepts.						
4. Solve problems using a diagnostic model.						
5. Delegate tasks.						
6. Use a leading style.						
7. Motivate staff members to meet objectives.						
8. Plan and implement one team building activity with the staff.						
9. Evaluate the center program for quality.						
10. Self-evaluate performance using a prepared checklist.						

Learning Environments, Activities, And Materials For Mixed-Age groups

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Course Description: This course addresses the unique curriculum planning needed in group home-based care and centers serving 12 or fewer children; includes strategies for developmentally appropriate practice for mixed-age groups, planning the environment, and ways to use mixed-age grouping to the child's advantage.

Course Credit: 4 (3 lec/2 lab)

Sequence of Competencies by Learning Unit:

1.1 Demonstrate an understanding of settings which serve combined age groups.

2.1 Perform assessment activities for planning developmentally appropriate curriculum for mixed-age groups.

3.1 Plan a developmentally appropriate environment for a mixed-age group setting.

4.1 Plan a schedule appropriate for a mixed-age group.

5.1 Plan a developmentally appropriate indoor curriculum for a mixed-age group.

5.2 Plan a developmentally appropriate outdoor curriculum for a mixed-age group.

6.1 Use developmentally appropriate behaviors with children in a mixed-age group setting.

6.2 Demonstrate an understanding of professional ethics and responsibilities applicable to the mixed age group program director/caregiver.

COURSE: Learning Environments, Activities, and Materials for Mixed Age Groups

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Unit 2: Characteristics of Settings Which Serve Combined Age Groups

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Competency 1.1:

Demonstrate an understanding of settings which serve combined age groups..

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will demonstrate an understanding of settings which serve combined age groups, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Describe how group home and small program settings differ from larger center based settings:
   - 1a. number of children served
   - 1b. atmosphere
   - 1c. daily routines
   - 1d. ages of children served in same room
   - 1e. relationship with provider
2. Describe the strengths and challenges of small group programs.
3. Describe the characteristics of small group care/education settings:
   - 3a. home-based or small building
   - 3b. staff limited to one or two persons
   - 3c. daily routines include provider's household tasks
4. Describe the safety precautions needed when combining infants and toddlers with older children in the same environment.

Competency 1.1:

Demonstrate an understanding of settings which serve combined age groups.

Application:

The Student will:

1. Observe the director/provider of a home-based or small group program and record characteristics of program.

Competency 1.1:

Demonstrate an understanding of settings which serve combined age groups.

Suggested Activities:	References:
1. Using your own home as a location, evaluate it for childproofing and safety.	Dodge, Diane T. The Creative Curriculum. pp 21-30.
2. Invite a panel of directors from home and center-based child care settings to discuss their programs. Note similarities and differences.	
3. View a film on home based settings which serve mixed age groups. Discuss features of the home-based setting.	Texas Department of Human Services: Protective and Regulatory Services. (Write for listing of available FCC video titles)
4. Read and discuss literature on mixed-age grouping in early childhood education. In mock debate with instructor, be able to defend combining age groups in center/ home based settings.	Katz, Lilian,et.al., The Case For Mixed-Age Grouping In Early Childhood

COURSE: Learning Environments, Activities, and Materials for Mixed Age Groups

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Unit 2: Needs Assessment

Competency 2.1:

Perform assessment activities for planning developmentally appropriate curriculum for mixed-age groups.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will perform assessment activities for planning developmentally appropriate curriculum for mixed-age groups, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the purpose of assessing developmental stages and ages of children enrolled in mixed-age settings.
2. Explain the particular importance of understanding the range of development and growth patterns.
3. Explain the similarities and differences in planning learning environments and, curriculum for mixed age groups and age-specific groups of children.
4. Describe director-parent communication strategies and tools for assessing curriculum needs.
5. Describe procedures for observing and recording individual and social interactions of each child in a mixed-age group setting.
6. Explain how to incorporate individual needs in the total mixed-age program.

Competency 2.1:

Perform assessment activities for planning developmentally appropriate curriculum for mixed age groups.

Application:

The Student will:

1. Write parent conversation questions to gain understanding of three to five different age children in a mixed-age setting.
2. Interview the children's parents to obtain care/education information.
3. Record observations of the three children throughout care period to determine each child's capabilities, interests, and habits for planning development activities.

Competency 2.1:

Perform assessment activities for planning developmentally appropriate curriculum for mixed age groups.

Suggested Activities:

1. Invite an expert to discuss ways of assessing individual children for optimum growth in the mixed age setting.

2. Given a mixed-age group of children from a local family day home or small child care center, and prepared developmental checklists for each age represented in the group, observe each child individually and record developmental milestones. Based on observations, write recommended materials and activities appropriate for the optimal growth of each child.

References:

Austin Families Incorporated.
3301 Northland Drive. Austin, TX 78731
(resource referral agency)

COURSE: Learning Environments, Activities, and Materials for Mixed Age Groups

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Unit 3:* Environmental Planning

Competency 3.1:

Plan a developmentally appropriate environment for a mixed-age group setting.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will plan a developmentally appropriate environment for a mixed-age group setting, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Identify and describe the components of a safe, stimulating indoor environment for a mixed age group:
    - 1a. Space is organized for specific functions.
    - 1b. Materials, equipment in good repair.
    - 1c. Setting is free from poisonous plants, chemicals.
    - 1d. Setting is clean and toys are sanitized.
    - 1e. Supervision of all children is possible in arranged space.
    - 1f. Space arrangement fosters self-direction and self-discovery learning.
    - 1g. Interest on learning centers are planned for a range of ages and stages.
    - 1h. Quiet, active space is provided; separate.
    - 1i. Separate interest centers and spaces are provided for infants and toddlers when necessary.
    - 1j. Low shelves for storing materials, toys.

Competency 3.1:

Plan a developmentally appropriate environment for a mixed-age group setting.

Cognitive:

2. Identify and describe the components of a safe, stimulating outdoor environment for a mixed age group:
    - 2a. Materials, equipment in good repair.
    - 2b. Setting is free from poisonous plants, chemicals.
    - 2c. Wading and/or swimming pool is fully monitored, emptied when not under supervision.
    - 2d. Supervision of all children is possible in arranged space.
    - 2e. Space arrangement fosters self direction and self discovery materials and equipment for a range of ages and stages.
    - 2f. Space arrangement respects privacy and property of provider's own family.
3. Describe the appropriate environmental components for a mixed-age room to include use of space and space arrangements, furniture, decorations, colors, floor coverings, equipment, and toys.
4. Describe necessary health and safety supplies to include accident prevention and sanitation materials.

Application:

The Student will:

1. Using a prepared checklist, evaluate the arrangement and use of space in a local home-based or small program child care/education facility.
2. Design an environment for a home-based or small program-based child care/education program which serves a mixed age group to include infants and school age children.

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* Adapted from "Family Day Home," by Norma Ziegler, pp. 207-224, Room To Grow, Texas Association for the Education for Young Children.

Competency 3.1:

Plan a developmentally appropriate environment for a mixed-age group setting.

Suggested Activities:

1. From an instructor or commercially prepared grid of a home-based child care setting, arrange space for the following, keeping in mind a mixed-age group of infants, toddlers and pre-school children:

   - Dramatic Play
   - Blocks
   - Art
   - Baby's quiet area
   - movement
   - Books
   - Cooking
   - Sand and water

2. Given an instructor or commercially prepared grid of outdoor space, describe or illustrate arrangement of materials and equipment for infants, toddlers and preschool children for outdoor play.

References:

Dodge, Diane T. The Creative Curriculum. pp 61-257.

Ziegler, Norma. "Family Day Home," Room To Grow. pp 207-220.

COURSE: Learning Environments, Activities, and Materials for Mixed Age Groups

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Unit 4: Scheduling

Competency 4.1:

Plan a schedule appropriate for a mixed-age group.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will plan a schedule appropriate for a mixed-age group, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the purpose of scheduling in a home-based or small group center program.
2. Explain ways of organizing the schedule to meet each child's needs.
3. Describe the purpose and components of weekly and monthly planning to include the use of themes, outings, and sensory experiences.
4. Explain the importance of involving parents daily in adapting activities to meet individual children's needs.

Competency 4.1:

Plan a schedule appropriate for a mixed-age group.

Application:

The Student will:

1. Observe children in a mixed-age group setting and record sleep, awake, and play routines of each child.
2. Make a chart of each child's nap/sleep, awake, eating, play, and study (school-age) habits and needs.
3. Write a one week schedule for the group to include activity and interest center plans, feeding and meal schedules, rest-nap and play times.
4. From the week's plan, write a daily plan to include individual attention time for each child.

Competency 4.1:

Plan a schedule appropriate for a mixed-age group.

Suggested Activities:

1. Visit a family child care provider's home for a day. Record the schedule for the day, noting routines and allowances for flexibility. Share information with classmates.

2. Invite a Department of Protective and Regulatory services Licensing agent to speak about appropriate schedules for mixed age groups in family day homes and small center settings.

References:

Dodge, Diane T. The Creative Curriculum For Family Child Care. pp 31-36.

COURSE: Learning Environments, Activities, and Materials for Mixed Age Groups

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Unit 5: Curriculum Planning

Competency 5.1:

Plan a developmentally appropriate indoor curriculum for children in a mixed-age group setting.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will plan a developmentally appropriate indoor curriculum for children in a mixed-age group setting, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the purpose of themes in the mixed-age setting.
2. Describe ways of adapting theme activities to meet the needs of individual children in a mixed-age setting.
3. Identify interest center materials and equipment that can be used by a variety of age groups.
4. Describe ways of using interest centers for a variety of age groups to facilitate development of individual cognitive, physical, emotional, and social growth:
    - 4a. art
    - 4b. blocks
    - 4c. cooking
    - 4d. science
    - 4e. dramatic play
    - 4f. library
    - 4g. movement
    - 4h. music

Competency 5.1:

Plan a developmentally appropriate indoor curriculum for children in a mixed-age group setting.

Cognitive:

  - 4i. math
  - 4j. table games
  - 4k. manipulatives

5. Identify activities that require infants and toddlers to be separated from older children's play.
6. Identify activities that require school age children to be separated from younger children's play.
7. Evaluate the use of the television as a curriculum tool in the mixed-age group program.

Application:

The Student will:

1. For each interest center develop and implement one theme activity, adapting it to each child enrolled in the mixed-age program.
2. Evaluate each activity and adaptation for developmental appropriateness using a prepared checklist.

Competency 5.1:

Plan a developmentally appropriate indoor curriculum for children in a mixed-age group setting.

Suggested Activities:

1. For each major interest center write three activity cards for each age group served (e.g. infants, toddlers, preschool, school-age) in the family home or small center setting:

- Art
- Cooking
- Science
- Dramatic Play
- Library
- Music/Movement

2. Develop activities which benefit each child and also interrelate to other age children in the group.

3. Visit a home setting and record activities utilized for different age children. Note attempts made to integrate children of different ages and efforts made to individualize for optimum developmental growth.

4. Invite a Department of Protective and Regulatory services Licensing agent to speak about appropriate schedules for mixed age groups in family day homes and small center settings.

References:

Dodge, Diane T. The Creative Curriculum For Family Child Care. pp 61-257.

Ziegler, Norma. "Family Day Home," Room To Grow. pp 207-224.

COURSE: Learning Environments, Activities, and Materials for Mixed Age Groups

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Unit 5: Curriculum Planning

Competency 5.2:

Plan a developmentally appropriate outdoor curriculum for children in a mixed-age group setting.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will plan a developmentally appropriate outdoor curriculum for children in a mixed-age group setting, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the importance of utilizing the outdoors in curriculum planning for a mixed-age group.
2. Describe precautions and safety measures to take when planning outdoor activities for a mixed-age group.
3. Describe interest center characteristics appropriate for outside play:
    - 3a. science discovery
    - 3b. animals
    - 3c. sand and water
    - 3d. garden
    - 3e. woodworking
    - 3f. cooking
    - 3g. movement, music
    - 3h. art
4. Describe ways of arranging curriculum activities for separate, parallel play.

Competency 5.2:

Plan a developmentally appropriate outdoor curriculum for children in a mixed-age group setting.

Application:

The Student will:

1. Write and implement one outdoor interest center activity, adapting it to each child in the mixed age.
2. Using a prepared checklist, evaluate the activity and adaptations used for developmental appropriateness.

Competency 5.2:

Plan a developmentally appropriate outdoor curriculum for children in a mixed-age group setting.

Suggested Activities:	References:
1. Visit a home setting where a mixed-age group is enrolled. Record the type and variety of equipment, toys, and materials available for each age group.	
2. Invite an expert to talk about the use of outdoor space for mixed-age groups.	Frost, Joe. Play and Playscapes.

COURSE: Learning Environments, Activities, and Materials for Mixed Age Groups

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Unit 6: Teaching Behaviors

Competency 6.1:

Use developmentally appropriate behaviors with children in a mixed-age group setting.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will use developmentally appropriate behaviors with children in a mixed-age group setting, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the importance of adapting responses to children's different learning styles and developmental abilities.
2. Describe the variations of responding behaviors the teacher should display in a mixed-age group setting.
3. Identify and explain effective communication strategies to use with all children in a mixed-age group setting:
    - 3a. display of acceptance towards all children
    - 3b. active listening skills
    - 3c. setting clear guidelines and limits
    - 3d. congruence in body language- spoken messages.
    - 3e. positive praise and encouragement
    - 3f. soothing words, hugs, or activities
    - 3g. child-to-child conflict resolution training skills
    - 3h. group dynamics skills

Competency 6.1:

Use developmentally appropriate behaviors with children in a mixed-age group setting.

Application:

The Student will:

1. Observe a director/teacher at a home-based setting and record appropriate teacher behaviors witnessed.
2. Practice appropriate teacher behaviors with children in a mixed-age group setting.
3. Evaluate behaviors used with children in the mixed-age group setting.

Competency 6.1:

Use developmentally appropriate behaviors with children in a mixed-age group setting.

Suggested Activities:	References:
1. Given a specific age group of children and their arrival/departure times, write a plan of activities for early morning, mid-afternoon, and the end-of-day to prevent behavior problems and enhance the children's environment.	Dodge, Diane T. The Creative Curriculum. page 36.
2. Given teacher written scenarios, role play provider responses to behavior problems in a mixed-age group setting.	Dodge, Diane. Creative. pp 37-47. Cherry, Clare. Please Don't Sit On The Kids. Miller, Darla Ferris. Positive Child Guidance.
3. Videotape self in a home setting environment caring for a mixed age group of children. Evaluate communication and caring strategies displayed.	

COURSE: Learning Environments, Activities, and Materials for Mixed Age Groups

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Unit 6: Teaching Behaviors

Competency 6.2:

Demonstrate an understanding of professional ethics and responsibilities applicable to the mixed group program director/caregiver.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will demonstrate an understanding of professional ethics and responsibilities applicable to the mixed group program director/caregiver.achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the intent of principles in the National Association For The Education of Young Children's Code of Conduct as it applies to caregivers of chilkdren in a mixed-age setting:
    - 1a. ethical responsibilities to children
    - 1b. ethical responsibilities to families
    - 1c. ethical responsibilities to colleagues
    - 1d. ethical responsibilities to community

2. Describe the legal responsibilities of the caregiver to each child cared for.

Competency 6.2:

Demonstrate an understanding of professional ethics and responsibilities applicable to the mixed group program director/caregiver.

Application:

The student will:

1. During practicum in a mixed-age setting, use the NAEYC Code of Conduct, and problem solving skills to address ethical dilemmas.
2. During practicum in a mixed-age setting, use problem solving skills to address legal dilemmas.

Competency 6.2:

Use developmentally appropriate behaviors with children in a mixed-age group setting.

Suggested Activities:

1. In small groups discuss the following ethical dilemmas concerning teacher values:

   - A parent complains about another child in your care who she says is picking on her daughter. The parent wants the child's parent's phone number to discuss the situation with her. What is your response?

   - A parent wants her son, who is teething, to be medicated with Tylenol every four hours over a period of two weeks. How do you respond?

2. Discuss the following legal questions:
   - A neighbor's dog, A pit bull, barks incessantly and lunges at the children when they are playing outdoors. Although the dog is fenced in (aluminum coil type), there is a potential danger of a child being bitten if the dog escapes or a child gets his fingers inside the coil weaving. What legal choices does a family child care provider have in this instance?

   - Consider the situation of the dog with the provider as the dog's owner. What legal responsibilities does the provider have when opening a home to children with animals in the house or yard?

References:

Feeney, Stephanie. "Ethical Case Studies For NAEYC Reader Response." Young Children. (May 1987) pp 24-25.

LEARNING ENVIRONMENTS, ACTIVITIES, AND MATERIALS FOR MIXED-AGE GROUPS

STUDENT COMPETENCY PROFILE

DIRECTIONS: Indicate the appropriate number to evaluate the degree of competency on a scale of 1 to 4:

RATING SCALE:

1 - **Clearly Outstanding** The student shows exceptional knowledge and/or performs the task skillfully with no instructional support or supervision.

2 - **Satisfactory** The student shows adequate knowledge or performs the task adequately with limited instructional support or supervision.

3 - **Needs Improvement** The student shows minimal knowledge and/or has difficulty performing the task independently and needs close instructional support or supervision.

4 - **No Exposure or Experience in this Area**

LEARNING ENVIRONMENTS, ACTIVITIES, AND MATERIALS FOR MIXED AGE GROUPS

1.1	Demonstrate an understanding of settings which serve combined age groups..						
Cognitive		1	2	3	4	5	6
1.	Describe how group home and small program settings differ from larger center based settings: 1a. number of children served						
	1b. atmosphere						
	1c. daily routines						
	1d. ages of children served in same room						
	1e. relationship with provider						
2.	Describe the strengths and challenges of small group programs.						
3.	Describe the characteristics of small group care/education settings: 3a. home-based or small building						
	3b. staff limited to one or two persons						
	3c. daily routines include provider's household tasks						
4.	Describe the safety precautions needed when combining infants and toddlers with older children in the same environment.						

LEARNING ENVIRONMENTS, ACTIVITIES, AND MATERIALS FOR MIXED AGE GROUPS

1.1 Demonstrate an understanding of settings which serve combined age groups.						
Application	1	2	3	4	5	6
1. Observe the director/provider of a home-based or small group program and record characteristics of program.						

LEARNING ENVIRONMENTS, ACTIVITIES, AND MATERIALS FOR MIXED AGE GROUPS

2.1 Perform assessment activities for planning developmentally appropriate curriculum for mixed-age groups..						
Cognitive	1	2	3	4	5	6
1. Explain the purpose of assessing developmental stages and ages of children enrolled in mixed-age settings.						
2. Explain the particular importance of understanding the range of development and growth patterns.						
3. Explain the similarities and differences in planning learning environments and curriculum for mixed age groups and age-specific groups of children.						
4. Describe director-parent communication strategies and tools for assessing curriculum needs.						
5. Describe procedures for observing and recording individual and social interactions of each child in a mixed-age group setting.						
6. Explain how to incorporate individual needs in the total mixed-age program.						
Application 1. Write parent conversation questions to gain understanding of three to five different age children in a mixed-age setting.						
2. Interview the children's parents to obtain care/education information.						
3. Record observations of the three children throughout care period to determine each child's capabilities, interests, and habits for planning development activities.						

LEARNING ENVIRONMENTS, ACTIVITIES, AND MATERIALS FOR MIXED AGE GROUPS

3.1 Plan a developmentally appropriate environment for a mixed-age group setting.						
Cognitive	1	2	3	4	5	6
1. Identify and describe the components of a safe, stimulating indoor environment for a mixed age group: 1a. Space is organized for specific functions.						
1b. Materials, equipment in good repair.						
1c. Setting is free from poisonous plants, chemicals.						
1d. Setting is clean and toys are sanitized.						
1e. Supervision of all children is possible in arranged space.						
1f. Space arrangement fosters self-direction and self-discovery learning.						
1g. Interest or learning centers are planned for a range of ages and stages.						
1h. Quiet, active space is provided; separate.						
1i. Separate interest centers and spaces are provided for infants and toddlers when necessary.						
1j. Low shelves for storing materials, toys.						
2. Identify and describe the components of a safe, stimulating outdoor environment for a mixed age group: 2a. Materials, equipment in good repair.						

LEARNING ENVIRONMENTS, ACTIVITIES, AND MATERIALS FOR MIXED AGE GROUPS

3.1 Plan a developmentally appropriate environment for a mixed-age group setting.						
Cognitive	1	2	3	4	5	6
2b. Setting is free from poisonous plants, chemicals.						
2c. Wading and/or swimming pool is fully monitored, emptied when not under supervision.						
2d. Supervision of all children is possible in arranged space.						
2e. Space arrangement fosters self direction and self discovery materials and equipment for a range of ages and stages.						
2f. Space arrangement respects privacy and property of provider's own family.						
3. Describe the appropriate environmental components for a mixed-age room to include use of space and space arrangements, furniture, decorations, colors, floor coverings, equipment, and toys.						
4. Describe necessary health and safety supplies to include accident prevention and sanitation materials.						
Application 1. Using a prepared checklist, evaluate the arrangement and use of space in a local home-based or small child care/education program.						
2. Design an environment for a home-based or small program-based child care/education program which serves a mixed age group to include infants and school age children.						

4.1 Plan a schedule appropriate for a mixed-age group.						
Cognitive	1	2	3	4	5	6
1. Explain the purpose of scheduling in a home-based or small group center/program.						
2. Explain ways of organizing the schedule to meet each child's needs.						
3. Describe the purpose and components of weekly and monthly planning to include the use of themes, outings, and sensory experiences.						
4. Explain the importance of involving parents daily in adapting activities to meet individual children's needs.						
Application 1. Observe children in a mixed-age group setting and record sleep, awake, and play routines of each child.						
2. Make a chart of each child's nap/sleep, awake, eating, play, and study (school-age) habits and needs.						
3. Write a one week schedule for the group to include activity and interest center plans, feeding and meal schedules, rest-nap and play times.						
4. From the week's plan, write a daily plan to include individual attention time for each child.						

LEARNING ENVIRONMENTS, ACTIVITIES, AND MATERIALS FOR MIXED AGE GROUPS

5.1 Plan a developmentally appropriate indoor curriculum for children in a mixed-age group setting.						
Cognitive	1	2	3	4	5	6
1. Explain the purpose of themes in the mixed-age setting.						
2. Describe ways of adapting theme activities to meet the needs of individual children in a mixed-age setting.						
3. Identify interest center materials and equipment that can be used by a variety of age groups.						
4. Describe ways of using interest centers for a variety of age groups to facilitate development of individual cognitive, physical, emotional, and social growth: 4a. art						
4b. blocks						
4c. cooking						
4d. science						
4e. dramatic play						
4f. library						
4g. movement						
4h. music						
4i. math						
4j. table games						

LEARNING ENVIRONMENTS, ACTIVITIES, AND MATERIALS FOR MIXED AGE GROUPS

5.1 Plan a developmentally appropriate indoor curriculum for children in a mixed-age group setting.						
Cognitive	1	2	3	4	5	6
4k. manipulatives						
5. Identify activities that require infants and toddlers to be separated from older children's play.						
6. Identify activities that require school age children to be separated from younger children's play.						
7. Evaluate the use of the television as a curriculum tool in the mixed-age group program.						
Application 1. For each interest center develop and implement one theme activity, adapting it to each child enrolled in the mixed-age program.						
2. Evaluate each activity and adaptation for developmental appropriateness using a prepared checklist.						

LEARNING ENVIRONMENTS, ACTIVITIES, AND MATERIALS FOR MIXED GROUPS

5.2 Plan a developmentally appropriate outdoor curriculum for children in a mixed-age group setting.						
Cognitive	1	2	3	4	5	6
1. Explain the importance of utilizing the outdoors in curriculum planning for a mixed-age group.						
2. Describe precautions and safety measures to take when planning outdoor activities for a mixed-age group.						
3. Describe interest center characteristics appropriate for outside play: 3a. science discovery						
3b. animals						
3c. sand and water						
3d. garden						
3e. woodworking						
3f. cooking						
3g. movement, music						
3h. art						
4. Describe ways of arranging curriculum activities for separate, parallel play.						

LEARNING ENVIRONMENTS, ACTIVITIES, AND MATERIALS FOR MIXED AGE GROUPS

5.2 Plan a developmentally appropriate outdoor curriculum for children in a mixed-age group setting.						
Application	1	2	3	4	5	6
1. Write and implement one outdoor interest center activity, adapting it to each child in the mixed age group.						
2. Using a prepared checklist, evaluate the activity and adaptations used for developmental appropriateness.						

LEARNING ENVIRONMENTS, ACTIVITIES, AND MATERIALS FOR MIXED AGE GROUPS

6.1 Use developmentally appropriate behaviors with children in a mixed-age group setting.						
Cognitive	1	2	3	4	5	6
1. Explain the importance of adapting responses to children's different learning styles and developmental abilities.						
2. Describe the variations of responding behaviors the teacher should display in a mixed-age group setting.						
3. Identify and explain effective communication strategies to use with all children in a mixed-age group setting: 3a. display of acceptance towards all children						
3b. active listening skills						
3c. setting clear guidelines and limits						
3d. congruence in body language- spoken messages.						
3e. positive praise and encouragement						
3f. soothing words, hugs, or activities						
3g. child-to-child conflict resolution training skills						
3h. group dynamics skills						

LEARNING ENVIRONMENTS, ACTIVITIES, AND MATERIALS FOR MIXED AGE GROUPS

6.1 Use developmentally appropriate behaviors with children in a mixed-age group setting.						
Application	1	2	3	4	5	6
1. Observe a director/teacher at a home-based setting and record appropriate teacher behaviors witnessed.						
2. Practice appropriate teacher behaviors with children in a mixed-age group setting.						
3. Evaluate behaviors used with children in the mixed-age group setting.						

LEARNING ENVIRONMENTS, ACTIVITIES, AND MATERIALS FOR MIXED AGE GROUPS

6.2 Demonstrate an understanding of professional ethics and responsibilities applicable to the mixed group program director/caregiver.						
Cognitive	1	2	3	4	5	6
1. Explain the intent of principles in the National Association For The Education of Young Children's Code of Conduct as it applies to caregivers of children in a mixed-age setting: 1a. ethical responsibilities to children						
1b. ethical responsibilities to families						
1c. ethical responsibilities to colleagues						
1d. ethical responsibilities to community						
2. Describe the legal responsibilities of the caregiver to each child cared for.						
Application 1. During practicum in a mixed-age setting use the NAEYC Code of Conduct to address ethical dilemmas.						
2. During practicum in a mixed-age setting, use problem solving skills to address legal dilemmas.						

Special Needs Paraprofessional Courses

EARLY CHILDHOOD PROFESSIONS

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Including The Child With Special Needs In The Community

Course Description: This is a three hour credit course which centers on strategies for successful inclusion of the child with disabilities into normalized settings; covers the theories, research, and rationale for including children with disabilities; addresses the role of the paraprofessional working in the integrated setting, as well as the roles and functions of support teams - interdisciplinary, multidisciplinary, and transdisciplinary. Includes discussion of current and past legislation affecting early childhood professionals and the children they serve and a study of the procedures for admitting and dismissing a child to special education services. Emphasis is on the paraprofessional's role as a member of the support team.

Course Credit: 3 (2 lec/2 lab)

Sequence of Competencies by Learning Unit:

1.1 Demonstrate an understanding of the concept of inclusion as it applies to early childhood settings.

1.2 Identify the benefits of integrated child care and education.

2.1 Recognize the processes involved in assessing for special education needs and services.

2.2 Assist in the identification and assessment process.

3.1 Demonstrate an understanding of support agents and resources in the assessment, intervention, and integration process.

3.2 Explain the rationale for a team approach in early intervention and integration.

3.3 Recognize the variables in the team make up for each child served.

3.4 Describe the characteristics of an effective support team.

4.1 Recognize the factors necessary for successful integration.

4.2 Recognize the barriers to successful integration.

5.1 Demonstrate an understanding of key intervention programs available to infants, children, and their parents.

5.2 Participate as a team member in intervention programs with children.

Including The Child With Special Needs In The Community

5.3 Demonstrate an understanding of an early childhood transition program.

6.1 Demonstrate the characteristics of an effective special needs paraprofessional.

COURSE: Including the Child With Specials Needs In the Community

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Unit 1: Rationale

Competency 1.1:

Demonstrate an understanding of the concept of inclusion as it applies to early childhood settings.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will demonstrate an understanding of the concept of inclusion as it applies to early childhood settings, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Define inclusion.
2. Define integration.
3. Explain the intent of the Americans with Disabilities Act of 1990.
4. Explain the intent of key terms in the ADA:

   4a. readily achievable
   4b. undue burden
   4c. auxiliary aids and services

5. Give examples of requirements and non-requirements of the ADA as it applies to settings serving young children:

   5a. accessible facilities

Competency 1.1:

Demonstrate an understanding of the concept of inclusion as it applies to early childhood settings.

Cognitive:

5b. curriculum adaptations
5c. equipment
5d. transportation
5e. staffing

Competency 1.1:

Demonstrate an understanding of the concept of inclusion as it applies to early childhood settings.

Suggested Activities:

1. Host a licensing specialist from the Texas Protective And Regulatory Services Agency to discuss legal implications of the 1990 American With Disabilities Act for settings which serve children.

2. Read and discuss the article about the child being denied an active role on a little league team because of his disability. Does the action violate the ADA? Why or why not? Be able to defend your answer.

3. Interview three different parents of children with special needs and ask them what inclusion means to them.

4. Using role play, take on the role of a parent of a child with special needs and explain the concept of inclusion to a director who has never served a child with special needs.

References:

Gamino, D. Austin American Statesman. "Little League Player's Disability Poses 'Safety Question', Officials Say." May 11, 1993 edition. Pages 1, A6.

COURSE: Including the Child With Specials Needs In the Community

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Unit 1: Rationale

Competency 1.2:

Identify the benefits of integrated child care and education.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will identify the benefits of integrated child care and education, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Summarize research findings which document positive outcomes of integration for children with disabilities:
   - 1a. social/emotional
   - 1b. academic
2. Summarize findings which document positive outcomes of integration for children without disabilities.
3. Summarize research involving parents which addresses the need for inclusion of all children in the community.
4. Explain the philosophical positions of major early childhood education organizations (e.g. National Association For The Education Of Young Children, Association For Teacher Educators) on integrating children with special needs.

Competency 1.2:

Identify the benefits of integrated child care and education.

Application:

The Student will:

1. Develop a personal philosophy statement on including the child with Special Needs in integrated settings.

Competency 1.2:

Identify the benefits of integrated child care and education.

Suggested Activities:	References:
1. Participate in small group discussion to reach an awareness level of own personal educational philosophy. Starter questions may include: • Who prepared you for a career with young children? • What did they believe? • What were the conditions of your training experience? • What do you think is the purpose of education?	Deiner, Penny Low. Resources For Teaching Children With Diverse Abilities. page 99.
2. Take a kneeling tour of a child development center. Answer these questions: • If you were a child, would you like to learn in this place? • What does the space tell children is important here?	Deiner, Penny Low. Resources. page 99.
3. Interview a staff member at a model center who is providing inclusive/integrated care for children with special needs. Record staff member's examples of benefits to the child with special needs and benefits to the rest of the class members.	

COURSE: Including the Child With Special Needs In The Community

Unit 2: Identification and Assessment

Competency 2.1:

Recognize the processes involved in assessing for special education needs and services.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will recognize the processes involved in assessing for special education needs and services, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Explain the steps in identifying infants and preschoolers who may be delayed or disabled:
    - 1a. staff or parent referral
    - 1b. parent notification and permission to assess
    - 1c. screening
    - 1d. diagnosis
2. Describe the characteristics included in effective child assessment:
    - 2a. developmental domains
    - 2b. parent involvement
    - 2c. use of multiple sources and measures
    - 2d. interdisciplinary assessment

Competency 2.1:

Recognize the process involved in assessing for special education needs and services.

Cognitive:

2e. ecologically valid assessment
2f. nondiscriminatory assessment

3. Explain the steps in intervention once a diagnosis has been made:

3a. Admission, Review, and Dismissal (ARD) committee meeting
3b. admission/placement to a program
3c. program planning
3d. parent consent
3e. review and evaluation of child's independent education plan

Application:

The Student will:

1. For one child, observe and record the assessment process from the referral step through program planning and parent reaction.

Competency 2.1:

Recognize the process involved in assessing for special education needs and services.

Suggested Activities:

1. View and discuss a videotape of the processes involved in assessing for special education needs and services. Include in discussion:

   - Staff or parental referral
   - Parent notification and permission
   - Screening
   - Diagnosis

2. Assist an early childhood intervention program or Head Start program with a community screening. Observe how a professional administering the screening discusses a potential developmental delay with parents and makes arrangements for for a formal assessment.

References:

Young Adult Institute. Public Law 94-142, Parts I & II. videotape series.

COURSE: Including the Child With Specials Needs In the Community

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Unit 2: Identification and Assessment

Competency 2.2:

Assist in the identification and assessment process.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will assist in the identification and assessment process, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Explain the paraprofessional's role in the identification process.
2. Point out responsibilities and limitations of the paraprofessional in the identification and assessment process.
3. Identify and describe various instruments for use in identifying children for screening purposes.
4. Differentiate between behavior that is abnormal and behavior that is culturally different.

Competency 2.2:

Assist in the identification and assessment process.

Application:

The Student will:

1. Observe infants/children on a daily basis for potential assessment needs.
2. Confer with professional staff about the infant/toddler/child's needs and problems.
3. Identify signs of possible problems in children:

   3a. eyes
   3b. hearing
   3c. speech
   3d. other behaviors

4. Count and record specific child behaviors and general appearance as part of the identification/assessment process.
5. Orally, and in writing, express observations in a clear, concise, factual manner.
6. Communicate effectively with parents.
7. Participate in the team assessment planning meetings.

Competency 2.2:

Assist in the identification and assessment process.

Suggested Activities:

1. Over a period of several weeks, use a variety of screening and assessment instruments with the written approval of parents and under the supervision of course instructor in a practicum setting. Compare and contrast observations noted for one child with those of a classmate and site supervisor or evaluator. Follow supervisor's directions for improving observation techniques and critical thinking skills.

References:

Deiner, Penny Low. Resources For Teaching Children With Diverse Abilities. pp. 57-73.

Furono, S. et. al., The Hawaii Learning Profile.

Miller, L. The Miller Assessment For Preschoolers.

COURSE: Including the Child With Specials Needs In the Community

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Unit 3: Support Staff

Competency 3.1:

Demonstrate an understanding of support agents and resources in the assessment, intervention, and integration process.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will demonstrate an understanding of support agents and resources in the assessment, intervention, and integration process, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Identify community resources (organizations, agencies) available in support services.
2. Identify potential support agents and describe roles and responsibilities of each:
    - 2a. center director
    - 2b. lead/assistant care provider
    - 2c. parents/legal guardian
    - 2d. special education consultant (e.g. Regional Service Center)
    - 2e. psychologist
    - 2f. social worker/migrant council representative

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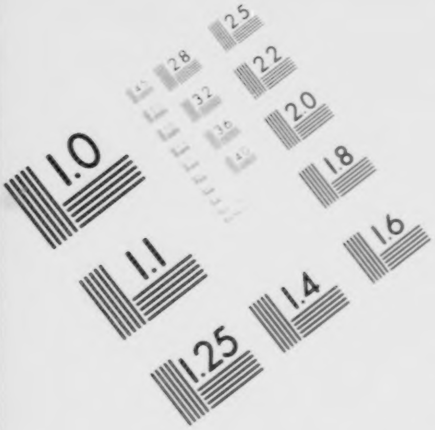
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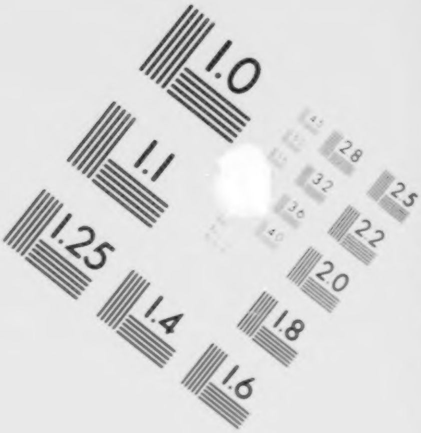
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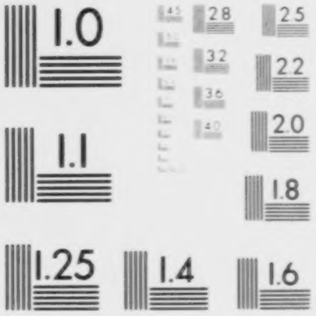
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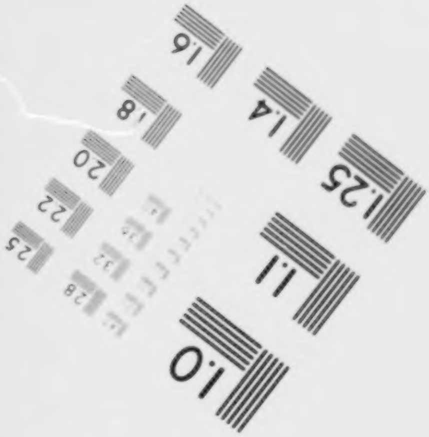
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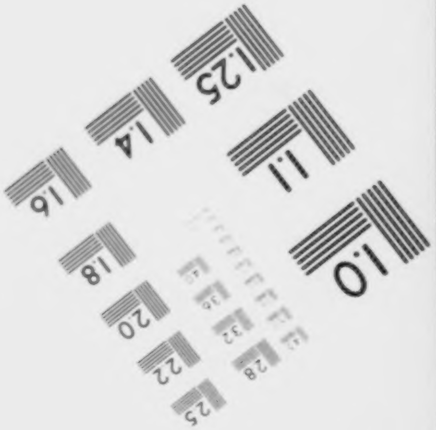
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Competency 3.1:

Demonstrate an understanding of support staff and resources in the assessment, intervention, and integration process.

Cognitive:

  - 2g. communication specialist/speech therapist
  - 2h. nurse
  - 2i. occupational therapist
  - 2j. physical therapist
  - 2k. special needs paraprofessional
  - 2l. play therapist

3. Outline the major functions each support staff may fulfill in early intervention and integration:
    - 3a. assessment
    - 3b. screening
    - 3c. diagnosis
    - 3d. placement
    - 3e. planning
    - 3f. evaluation

4. Give examples of the type of training a paraprofessional could receive from various interdisciplinary team members (e.g. physical therapy consultant, occupational therapist).

5. Describe the benefits and barriers to therapists and child care settings in scheduling therapy sessions and/or training in the child care setting.

Application:

The Student will:

1. Using a case study child, observe and describe the functions of each support agent involved in the early intervention and integration process.

2. Complete five or more hours of training with one interdisciplinary team member for work with one child (e.g. communication specialist).

Competency 3.1:

Demonstrate an understanding of support staff and resources in the assessment, intervention, and integration process.

Suggested Activities:

1. Take a field trip to tour a variety of consultants and their places of work in settings which include children with special needs.

2. Host a panel of transdisciplinary team members to gain information on individual roles and responsibilities. Following the discussion, focus on one area of specialization to research and write a report on.

References:

Peterson,N.L. "Knowing Your Professional Resources," Early Intervention For Handicapped And At-Risk Children, pp 493-527.

COURSE: Including the Child With Specials Needs In the Community

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Unit 3: Support Staff

Competency 3.2:

Explain the rationale for a team approach in early intervention and integration.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will explain the rationale for a team approach in early intervention and integration, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Explain the rationale for a team approach in early intervention and integration.
2. Cite research findings which show the benefits of interdisciplinary approaches over single-disciplinary approaches in diagnostic assessments and educational planning.
3. Identify common types of support teams and distinguish characteristics of each:

3a. multidisciplinary
3b. interdisciplinary
2c. transdisciplinary

Competency 3.2:

Explain the rationale for a team approach in early intervention and integration.

Cognitive:

4. Point out the advantages and disadvantages of each team type.
5. Give an example of an effective early intervention process using one support team approach.

Application:

The Student will:

1. Using role play, take on the role of a consulting therapist and participate as a team member on one of three types of support teams.

Competency 3.2:

Explain the rationale for a team approach in early intervention and integration.

Suggested Activities:

1. View and discuss the video on a transdisciplinary approach to preparation of infant/toddler specialists. Participate in training activities as assigned by instructor.

2. View and discuss the film on the team approach to assisting the child with special needs. Role play various members of a team after viewing the film. Share perceptions and feelings of team member portrayed.

3. Working in a small group, draw a diagram/flow chart of how interdisciplinary, multidisciplinary, and transdisciplinary teams function within the agency.

References:

Bisno, Ann et. al., Transdisciplinary Approach To Preparation Of Infant/Toddler Specialists. Training video. Department of Special Education. California State University, Northridge.

Young Adult Institute. The Team Approach. video.

COURSE: Including the Child With Specials Needs In the Community

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Unit 3: Support Staff

Competency 3.3:

Recognize variables in the team make-up for each child served.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will recognize variables in the team make-up for each child served, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Explain the relationship between the special needs of each child and the membership of the child's support team.
2. Identify potential members on an interdisciplinary team for each Special Need:

    2a. children who have been socially and economically deprived
    2b. children who have been abused/neglected
    2c. children with learning disabilities
    2d. children with mental retardation
    2e. children with emotional disturbance
    2f. children with hearing impairments
    2g. children with visual impairments
    2h. children with speech and language impairments
    2i. children with physical disabilities

Competency 3.3:

Recognize variables in the team make-up for each child served.

Cognitive:

2j. children with health problems
2k. children with severe and/or multiple disabilities

3. Give examples which show the uniqueness of each support team based on each child's need.

Application:

The Student will:

1. Attend an ARD meeting for one child. Record information on kinds of specialists involved on team and their roles and responsibilities.

Competency 3.3:

Recognize variables in the team make-up for each child served.

Suggested Activities:

1. Working in small groups list potential team members for the following children:

- A child who is visually impaired.
- A child with cerebral palsy
- A child who is hearing impaired

References:

AGH Associates, Inc. Supporting Children In The classroom: An Integrating Aide's Handbook.

COURSE: Including the Child With Specials Needs In the Community

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Unit 3: Support Staff

Competency 3.4:

Describe the characteristics of an effective support team.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will describe the characteristics of an effective support team, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Give examples of cognitive skills needed by each team member:

    1a. knowledge of ARD process
    1b. knowledge of IEP/ISFP
    1c. knowledge of roles and responsibilities of each team member
    1d. understanding of planned meeting purpose
    1e. knowledge of mandates and implications of federal legislation
    1f. ability to judge when meetings should occur
    1g. professional competence to perform designated duties
    1h. verbal and non-verbal communication skills
    1i. record keeping skills
    1j. evaluation skills

Competency 3.4:

Describe the characteristics of an effective support team

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2. Give examples of effective skills needed by each team member:

    2a. respect expertise of each member
    2b. awareness of different types of children's problems
    2c. active listening skills
    2d. belief in collaborative process
    2e. problem-finding and solving attitude
    2f. commitment to each child's development
    2g. understands and accepts own strengths and limitations

Application:

The Student will:

1. Attend an ARD meeting for one child. Observe and record examples of effective skills displayed by individual team members.

Competency 3.4:

Describe the characteristics of an effective support team.

Suggested Activities:

1. In groups, role play effective and ineffective support teams.

References:

AGH Associates, Inc. Supporting Children In The Classroom: An Integrating Aide's Handbook. pp 25-45.

COURSE: Including the Child With Specials Needs In the Community

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Unit 4: Planning For Inclusion

Competency 4.1:

Recognize the factors necessary for successful integration.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will recognize the factors necessary for successful integration, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Explain the relationship between attitude and successful implementation of integrated programs.
2. Describe the attitudes and belief system needed by staff members planning and implementing integration of children.
3. Identify and describe the components needed for successful integration of children:
    - 3a. adequate support staff
    - 3b. preparation and planning for integration
    - 3c. training and technical assistance of all staff

Competency 4.1:

Recognize the factors necessary for successful integration.

Cognitive:

3d. parental advocacy and involvement
3e. quality preschool program already in place
3f. monetary support
3g. endorsement by key decision-makers
3h. collaborative network for trans-disciplinary agents

4 List steps to take in planning intervention.

Competency 4.1:

Recognize the factors necessary for successful integration.

Suggested Activities:	References:
1. Using role play, take on the role of a child care director and anticipate and answer questions families may have about the effect integration will have on them and their children.	Young Adult Institute. Issues Of Family Life, Parts I & II, video. Young Adult Institute. Culturally Diverse Families. video. Young Adult Institute. Working With Families: What Professionals Need To Know, video.
2. Develop a resource file of community/resource agencies that provide services for children with special needs.	
3. Given teacher written scenarios, role play children, caregivers, and paraprofessional behaviors that enhance and don't enhance inclusive programs.	AGH Associates, Inc. Supporting Children In The Classroom, pp 1-7. Deiner, Penny Low. Resources For Teaching Children With Diverse Abilities. page 70.

COURSE: Including the Child With Specials Needs In the Community

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Unit 4: Planning For Inclusion

Competency 4.2:

Recognize the barriers to successful integration.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will recognize the barriers to successful integration, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Identify and describe common barriers which must be overcome for successful integration to occur:
    - 1a. legal and/or policy standards
    - 1b. lack of available services to support integrated site
    - 1c. parental concerns
    - 1d. negative attitudes toward integration
    - 1e. lack of staff training
    - 1f. lack of quality preschools
    - 1g. special education teacher role change
2. Discuss the issues of community and education awareness in implementing integrated programs.

Competency 4.2:

Recognize the barriers to successful integration.

Suggested Activities:

1. Participate in a class project to survey parents in the community on attitudes and beliefs about inclusive child care and education of children. Summarize findings and discuss ways of breaking down attitude barriers.

2. Invite a specialist from the Texas Education Agency to speak about initiatives for broadening the inclusion initiatives in public schools.

References:

Crowe, Carol et. al.,. A Guide For Including Children With Special Needs In Regular Preschool Programs. pp 9-10.

Division of Special Education. Texas Education Agency. "A Leadership Initiative For Improving Special Education Services In Texas: Discussion Draft."

COURSE: Including the Child With Specials Needs In the Community

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Unit 5: Implementing Integration

Competency 5.1:

Demonstrate an understanding of key intervention programs available to infants, children, and their parents.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will demonstrate an understanding of key intervention programs available to infants, children, and their parents, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Distinguish kinds of intervention services available and describe features of each:

   1a: individualized family service plan
   1b: Individual Education Program
   1c: Individual Development Plan

2. Identify and describe the components of a child's individualized family service plan.

Competency 5.1:

Demonstrate an understanding of key intervention programs available to infants, children, and their parents.

Cognitive:

3. Identify and describe the components of a child's individual education plan:

    3a. long-term goals
    3b. task analysis
    3c. instructional objectives

        1. behavior
        2. conditions
        3. criterion

4. Identify and describe the components of a child's individualized family service plan.
5. Describe the role and responsibilities of the Admission, Review, and Dismissal Committee in intervention programs for individual children.

Competency 5.1:

Demonstrate an understanding of key intervention programs availabie to infants, children, and their parents.

Suggested Activities:

1. View and discuss a video which explains the ISFP process and goals of the ISFP.

2. View and discuss a video which explains the IEP process and goals of the IEP in special education.

3. Interview a family with a young child with a special need. Interview the parents to learn more about community services that assist families of children with disabilities.

4. Interview a special education early childhood consultant at an educational service center and become familiar with his/her role and with the types of training services and assistance provided for children with special needs.

5. Interview a team member of an Early Childhood Intervention or Early Childhood Education (Pre-school Program For Children With Disabilities) team. Ask:
   - Describe job and what s/he does with children.
   - How s/he provides assistance in meeting needs of a child in care.
   - Involvement with parents and other early intervention specialists in developing a service plan (IEP or ISFP).

References:

Mile High Down Syndrome Association. Taking Charge: Family-Centered Case Management. video.

Chapel Hill Training And Outreach Project. PL 99-457: Placement In The Least Restrictive Environment. video.

COURSE: Including the Child With Specials Needs In the Community

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Unit 5: Implementing integration

Competency 5.2:

Participate as a team member in intervention programs with children.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will participate as a team member in intervention programs with children, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Explain the paraprofessional's role in the implementation of intervention strategies.
2. Explain the relationship between the lead care provider/teacher and paraprofessional in the implementation of intervention strategies.
3. Explain the relationship between an interdisciplinary team member (consulting therapist) and a paraprofessional in the implementation of intervention strategies.
4. Point out responsibilities and limitations of the paraprofessional in the intervention process.
5. Describe teamwork skills needed when working with staff members and interdisciplinary team members.

Competency 5.2:

Participate as a team member in intervention programs with children.

Application:

The Student will:

1. Communicate effectively with consulting therapists/lead teacher.
2. Demonstrate teamwork skills when working with staff members and interdisciplinary team members.
3. Follow training instructions given by interdisciplinary staff member(s).
4. Implement daily lesson plan:

    4a. sequence activities as assigned by lead teacher/provider
    4b. utilize developmentally appropriate teaching strategies
    4c. develop techniques to motivate children to learn new skills
    4d. provide opportunities for problem-solving
    4e. use behavior management skills as directed by professional
    4f. use appropriate reinforcement techniques

5. Follow recommended procedures associated with basic care of child:

    5a. train child in personal care and hygiene.
    5b. teach students self-help skills
    5c. teach children meal-time skills

6. Update individual education plan under supervision of professional.
7. Supervise children and facilitate organized play experiences.
8. Function effectively and independently on familiar tasks.

Competency 5.2:

Participate as a team member in intervention programs with children.

Suggested Activities:	References:
1. Prior to working directly with children in a setting which serves children with special needs, interview the lead teacher and/or supervisor about specific responsibilities. Record information for later use and reference.	AGH Associates, Inc. Supporting Children In The Classroom: An Integrating Aide's Handbook. pp 15-33, 25-45.
2. Observe a model paraprofessional at work in an integrated setting. Record work habits, behaviors, and characteristics of the professional.	
3. View and discuss the video on working on a team. Discuss the paraprofessional's role as part of the team. Apply principles in the inclusive child care setting.	Learner Managed Designs. Working As A Team. training video.

COURSE: Including the Child With Special Needs In The Community

Unit 5: Implementing Integration

Competency 5.3:

Demonstrate an understanding of an early childhood transition program.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will demonstrate an understanding of an early childhood transition program, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Explain the purpose of transition planning.
2. Identify and describe the steps involved in the transition planning process.
3. Describe the family's role in the transition planning process.
4. Describe the paraprofessional's role in transition planning and implementation.

Application:

The Student will:

1. Under the supervision of classroom instructor or site supervisor, take part in planning for a transition with the family and case manager at an ISFP meeting.

2. Assist in developing a transition plan for the child so that the transition will be smooth.

Competency 5.3:

Demonstrate an understanding of an early childhood transition program.

Suggested Activities:	References:
1. Observe an entire preschool session and an entire kindergarten session. Using a classroom assessment form, answer questions and compare and contrast the two settings. Prepare an information report which could be utilized with parents during the transition process.	Allen, K. Eileen. The Exceptional Child: Mainstreaming In Early Childhood Education, pp 367-375.
2. Given instructor prepared scenarios, write contributing summary reports for a hypothetical case study preschool child who will soon be entering kindergarten. Include strengths, needs, suggestions for family support services. Share information with instructor and classmates.	Allen, K. Eileen. Exceptional. Page 375.

COURSE: Including the Child With Specials Needs In the Community

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Unit 6: Professionalism

Competency 6.1:

Demonstrate the characteristics of an effective special needs paraprofessional.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will demonstrate the characteristics of an effective special needs paraprofessional, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Describe the characteristics of an effective special needs paraprofessional:

   1a. Displays positive attitude
   1b. Accepts wide range of differences
   1c. Sensitive to multicultural differences
   1d. Flexible
   1e. Recognizes situations in which additional information is needed
   1f. Knows sources for and obtains data according to organization's policy
   1g. Accepts constructive criticism and suggestions with a mature attitude
   1h. Consults co-worker or supervisor for assistance when needed

2. Explain importance of good communication skills when working with family members in the assessment and intervention process.
3. Give examples of the oral and written communication strategies needed with interdisciplinary team to be an effective paraprofessional.

Competency 6.1:

Demonstrate the characteristics of an effective special needs paraprofessional.

Application:

1. Participate in inservice and/or other training for professional development.
2. Display the characteristics of an effective special needs paraprofessional.
3. Demonstrate professional ethics when working with families, staff members, interdisciplinary team, and children.

Competency 6.1:

Demonstrate the characteristics of an effective special needs paraprofessional.

Suggested Activities:

1. Interview a panel of lead teachers who work in settings which serve young children on the kinds of attributes they want in a paraprofessional or assistant working in an inclusive setting.

References:

INCLUDING THE CHILD WITH SPECIAL NEEDS IN THE COMMUNITY

STUDENT COMPETENCY PROFILE

DIRECTIONS: Indicate the appropriate number to evaluate the degree of competency on a scale of 1 to 4:

RATING SCALE: 1 - **Clearly Outstanding** The student shows exceptional knowledge and/or performs the task skillfully with no instructional support or supervision.

2 - **Satisfactory** The student shows adequate knowledge or performs the task adequately with limited instructional support or supervision.

3 - **Needs Improvement** The student shows minimal knowledge and/or has difficulty performing the task independently and needs close instructional support or supervision.

4 - **No Exposure or Experience in this Area**

INCLUDING THE CHILD WITH SPECIAL NEEDS IN THE COMMUNITY

1.1	Demonstrate an understanding of the concept of inclusion as it applies to early childhood settings.						
Cognitive		1	2	3	4	5	6
1.	Define inclusion.						
2.	Define integration.						
3.	Explain the intent of the Americans with Disabilities Act of 1990.						
4. 4a.	Explain the intent of key terms in the ADA: readily achievable						
4b.	undue burden						
4c.	auxiliary aids and services						
5. 5a.	Give examples of requirements and non-requirements of the ADA as it applies to settings serving young children: accessible facilities						
5b.	curriculum adaptations						
5c.	equipment						
5d.	transportation						
5e.	staffing						

INCLUDING THE CHILD WITH SPECIAL NEEDS IN THE COMMUNITY

1.2 Identify the benefits of integrated child care and education.						
Cognitive	1	2	3	4	5	6
1. Summarize research findings which document positive outcomes of integration for children with disabilities: 1a. social/emotional						
1b. academic						
2. Summarize findings which document positive outcomes of integration for children without disabilities.						
3. Summarize research involving parents which addresses the need for inclusion of all children in the community.						
4. Explain the philosophical positions of major early childhood education organizations (e.g. National Association For The Education Of Young Children, Association For Teacher Educators) on integrating children with special needs.						
Application 1. Develop a personal philosophy statement on including the child with Special Needs in an integrated settings.						

INCLUDING THE CHILD WITH SPECIAL NEEDS IN THE COMMUNITY

2.1 Recognize the processes involved in assessing for special education needs and services.

Cognitive	1	2	3	4	5	6
1. Explain the steps in identifying infants and preschoolers who may be delayed or disabled: 1a. staff or parent referral						
1b. parent notification and permission to assess						
1c. screening						
1d. diagnosis						
2. Describe the characteristics included in effective child assessment: 2a. developmental domains						
2b. parent involvement						
2c. use of multiple sources and measures						
2d. interdisciplinary assessment						
2e. ecologically valid assessment						
2f. nondiscriminatory assessment						

INCLUDING THE CHILD WITH SPECIAL NEEDS IN THE COMMUNITY

2.1 Recognize the process involved in assessing for special education needs and services.						
Cognitive	1	2	3	4	5	6
3. Explain the steps in intervention once a diagnosis has been made: 3a. Admission, Review, and Dismissal (ARD) committee meeting						
3b. admission/placement to a program						
3c. program planning						
3d. parent consent						
3e. review and evaluation of child's independent education plan						
Application 1. For one child, observe and record the assessment process from the referral step through program planning and parent reaction.						

INCLUDING THE CHILD WITH SPECIAL NEEDS IN THE COMMUNITY

2.2 Assist in the identification and assessment process.						
Cognitive	1	2	3	4	5	6
1. Explain the paraprofessional's role in the identification process.						
2. Point out responsibilities and limitations of the paraprofessional in the identification and assessment process.						
3. Identify and describe various instruments for use in identifying children for screening purposes.						
4. Differentiate between behavior that is abnormal and behavior that is culturally different.						
Application 1. Observe infants/children on a daily basis for potential assessment needs.						
2. Confer with professional staff about the infant/toddler/child's needs and problems.						
3. Identify signs of possible problems in children: 3a. eyes						
3b. hearing						
3c. speech						
3d. other behaviors						

INCLUDING THE CHILD WITH SPECIAL NEEDS IN THE COMMUNITY

2.2 Assist in the identification and assessment process.						
Application	1	2	3	4	5	6
4. Count and record specific child behaviors and general appearance as part of the identification/assessment process.						
5. Orally, and in writing, express observations in a clear, concise, factual manner.						
6. Communicate effectively with parents.						
7. Participate in the team assessment planning meetings.						

INCLUDING THE CHILD WITH SPECIAL NEEDS IN THE COMMUNITY

3.1 Demonstrate an understanding of support agents and resources in the assessment, intervention, and integration process.

Cognitive	1	2	3	4	5	6
1. Identify community resources (organizations, agencies) available in support services.						
2. Identify potential support agents and describe roles and responsibilities of each: 2a. center director						
2b. lead/assistant care provider						
2c. parents/legal guardian						
2d. special education consultant (e.g. Regional Service Center)						
2e. psychologist						
2f. social worker/migrant council representative						
2g. communication specialist/speech therapist						
2h. nurse						
2i. occupational therapist						
2j. physical therapist						
2k. special needs paraprofessional						
2l. play therapist						

INCLUDING THE CHILD WITH SPECIAL NEEDS IN THE COMMUNITY

3.1 Demonstrate an understanding of support agents and resources in the assessment, intervention, and integration process.						
Cognitive	1	2	3	4	5	6
3. Outline the major functions each support agent may fulfill in early intervention and integration: 3a. assessment						
3b. screening						
3c. diagnosis						
3d. placement						
3e. planning						
3f. evaluation						
4. Give examples of the type of training a paraprofessional could receive from various interdisciplinary team members (e.g. physical therapy consultant, occupational therapist).						
Application 1. Using a case study child, observe and describe the functions of each support agent involved in the early intervention and integration process.						
2. Complete five or more hours of training with one interdisciplinary team member for work with one child (e.g. communication specialist).						

INCLUDING THE CHILD WITH SPECIAL NEEDS IN THE COMMUNITY

3.2 Explain the rationale for a team approach in early intervention and integration.						
Cognitive	1	2	3	4	5	6
1. Explain the rationale for a team approach in early intervention and integration.						
2. Cite research findings which show the benefits of interdisciplinary approaches over single-disciplinary approaches in diagnostic assessments and educational planning.						
3. Identify common types of support teams and distinguish characteristics of each: 3a. multidisciplinary						
3b. interdisciplinary						
3c. transdisciplinary						
4. Point out the advantages and disadvantages of each team type.						
5. Give an example of an effective early intervention process using one support team approach.						
Application 1. Using role play, take on the role of a consulting therapist and participate as a team member on one of three types of support teams.						

INCLUDING THE CHILD WITH SPECIAL NEEDS IN THE COMMUNITY

3.3 Recognize variables in the team make-up for each child served.						
Cognitive	1	2	3	4	5	6
1. Explain the relationship between the special needs of each child and the membership of the child's support team.						
2. Identify potential members on an interdisciplinary team for each Special Need: 2a. children who have been socially and economically deprived						
2b. children who have been abused/neglected						
2c. children with learning disabilities						
2d. children with mental retardation						
2e. children with emotional disturbance						
2f. children with hearing impairments						
2g. children with visual impairments						
2h. children with speech and language impairments						
2i. children with physical disabilities						
2j. children with health problems						
2k. children with severe and/or multiple disabilities						

INCLUDING THE CHILD WITH SPECIAL NEEDS IN THE COMMUNITY

3.3 Recognize variables in the team make-up for each child served.						
Cognitive	1	2	3	4	5	6
3. Give examples which show the uniqueness of each support team based on each child's need.						
Application 1. Attend an ARD meeting for one child. Record information on kinds of specialists involved on team and their roles and responsibilities.						

INCLUDING THE CHILD WITH SPECIAL NEEDS IN THE COMMUNITY

3.4 Describe the characteristics of an effective support team.						
Cognitive	1	2	3	4	5	6
1. Give examples of cognitive skills needed by each team member: 1a. knowledge of ARD process						
1b. knowledge of IEP/ISFP						
1c. knowledge of roles and responsibilities of each team member						
1d. understanding of planned meeting purpose						
1e. knowledge of mandates and implications of federal legislation						
1f. ability to judge when meetings should occur						
1g. professional competence to perform designated duties						
1h. verbal and non-verbal communication skills						
1i. record keeping skills						
1j. evaluation skills						
2. Give examples of affective skills needed by each team member: 2a. respect expertise of each member						
2b. awareness of different types of children's problems						

3.4 Describe the characteristics of an effective support team member.						
Cognitive	1	2	3	4	5	6
2c. active listening skills						
2d. belief in collaborative process						
2e. problem-finding and solving attitude						
2f. commitment to each child's development						
2g. understands and accepts own strengths and limitations						
Application 1. Attend an ARD meeting for one child. Observe and record examples of skills displayed by individual team members.						

INCLUDING THE CHILD WITH SPECIAL NEEDS IN THE COMMUNITY

4.1 Recognize the factors necessary for successful integration.						
Cognitive	1	2	3	4	5	6
1. Explain the relationship between attitude and successful implementation of integrated programs.						
2. Describe the attitudes and belief system needed by staff members planning and implementing integration of children.						
3. Identify and describe the components needed for successful integration of children: 3a. adequate support staff						
3b. preparation and planning for integration						
3c. training and technical assistance of all staff						
3d. parental advocacy and involvement						
3e. quality preschool program already in place						
3f. monetary support						
3g. endorsement by key decision-makers						
3h. collaborative network for trans-disciplinary agents						
4. List steps to take in planning intervention.						

INCLUDING THE CHILD WITH SPECIAL NEEDS IN THE COMMUNITY

4.2 Recognize the barriers to successful integration.						
Cognitive	1	2	3	4	5	6
1. Identify and describe common barriers which must be overcome for successful integration to occur: 1a. legal and/or policy standards						
1b. lack of available services to support integrated site						
1c. parental concerns						
1d. negative attitudes toward integration						
1e. lack of staff training						
1f. lack of quality preschools						
1g. special education teacher role change						
2. Discuss the issues of community and education awareness in implementing integrated programs.						

INCLUDING THE CHILD WITH SPECIAL NEEDS IN THE COMMUNITY

5.1 Demonstrate an understanding of key intervention programs available to infants, children, and their parents.						
Cognitive	1	2	3	4	5	6
1. Distinguish kinds of intervention services available and describe features of each: 1a. individualized family service plan						
1b. Individual Education program						
1c. Individual Development plan						
2. Identify and describe the components of a child's individualized family service plan.						
3. Identify and describe the components of a child's individual education plan: 3a. long-term goals						
3b. task analysis						
3c. instructional objectives						
1. behavior						
2. conditions						
3. criterion						

INCLUDING THE CHILD WITH SPECIAL NEEDS IN THE COMMUNITY

5.1 Demonstrate an understanding of key intervention programs available to infants, children, and their parents.						
Cognitive	1	2	3	4	5	6
4. Identify and describe the components of a child's individualized family service plan.						
5. Describe the role and responsibilities of the Admission, Review, and Dismissal Committee in intervention programs for individual children.						

INCLUDING THE CHILD WITH SPECIAL NEEDS IN THE COMMUNITY

5.2 Participate as a team member in intervention programs with children.						
Cognitive	1	2	3	4	5	6
1. Explain the paraprofessional's role in the implementation of intervention strategies.						
2. Explain the relationship between the lead care provider/teacher and paraprofessional in the implementation of intervention strategies.						
3. Explain the relationship between an interdisciplinary team member (consulting therapist) and a paraprofessional in the implementation of intervention strategies.						
4. Point out responsibilities and limitations of the paraprofessional in the intervention process.						
5. Describe teamwork skills needed when working with staff members and interdisciplinary team members.						
Application 1. Communicate effectively with consulting therapists/lead teacher.						
2. Demonstrate teamwork skills when working with staff members and interdisciplinary team members.						
3. Follow training instructions given by interdisciplinary staff member(s).						

INCLUDING THE CHILD WITH SPECIAL NEEDS IN THE COMMUNITY

5.2 Participate as a team member in intervention programs with children.						
Application	1	2	3	4	5	6
4b. utilize developmentally appropriate teaching strategies						
4c. develop techniques to motivate children to learn new skills						
4d. provide opportunities for problem-solving						
4e. use behavior management skills as directed by professional						
4f. use appropriate reinforcement techniques						
5. Follow recommended procedures associated with basic care of child: 5a. train child in personal care and hygiene.						
5b. teach students self-help skills						
5c. teach children meal-time skills						
6. Update individual education plan under supervision of professional.						
7. Supervise children and facilitate organized play experiences.						
8. Function effectively and independently on familiar tasks.						

INCLUDING THE CHILD WITH SPECIAL NEEDS IN THE COMMUNITY

5.3 Demonstrate an understanding of an early childhood transition program.						
Cognitive	1	2	3	4	5	6
1. Explain the purpose of transition planning.						
2. Identify and describe the steps involved in the transition planning process.						
3. Describe the family's role in the transition planning process.						
Application 1. Attend a transition planning meeting. Observe and record information given and procedures outlined.						

INCLUDING THE CHILD WITH SPECIAL NEEDS IN THE COMMUNITY

6.1 Demonstrate the characteristics of an effective special needs paraprofessional.						
Cognitive	1	2	3	4	5	6
1. Describe the characteristics of an effective special needs paraprofessional: 1a. display positive attitude						
1b. accepts wide range of differences						
1c. sensitive to multicultural differences						
1d. flexible						
1e. recognizes situations in which additional information is needed						
1f. knows sources for and obtains data according to organization's policy						
1g. accepts constructive criticism and suggestions with a mature attitude						
1h. consults co-worker or supervisor for assistance when needed						
2. Explain importance of good communication skills when working with family members in the assessment and intervention process.						
3. Give examples of the oral and written communication strategies needed with interdisciplinary team to be an effective paraprofessional.						

INCLUDING THE CHILD WITH SPECIAL NEEDS IN THE COMMUNITY

6.1 Demonstrate the characteristics of an effective special needs paraprofessional.						
Application	1	2	3	4	5	6
1. Participate in inservice and/or other training for professional development.						
2. Demonstrate the characteristics of an effective special needs paraprofessional.						
3. Demonstrate professional ethics when working with families, staff members, interdisciplinary team, and children.						

Integrated Learning Environments

Course Description: This is a four hour credit course designed for paraprofessionals working in integrated early childhood settings which serve children ages newborn through age five. Roles and responsibilities of the paraprofessional, including IEP and ISFP lesson plan teaching strategies, and hands-on training in physical management and care skills of the child with special needs are emphasized. Instruction in basic sign language, and an overview of current learning technologies to assist the child with disabilities, is included. Team work and interpersonal relationship skills are embedded in the course objectives.

Course Credit: 4 (3 lec/2 lab)

Sequence of Competencies by Learning Unit:

1.1 Describe the kinds of educational programs that are available for infants, toddlers, and preschool children with special needs.

1.2 Demonstrate an appreciation for the goals of integration in early childhood settings.

2.1 Recognize the function of on-going assessment in the integrated setting.

3.1 Demonstrate an understanding of a developmentally appropriate integrated environment for infants, toddlers, and young children.

4.1 Demonstrate an understanding of recommended curriculum for use in the integrated setting.

4.2 Construct learning activities from an established curriculum using an individual education plan.

5.1 Use effective teaching strategies when working with children in integrated settings.

5.2 Demonstrate physical management skills when working with children with special needs.

5.3 Demonstrate care skills when working with children with special needs.

5.4 Demonstrate skills needed to communicate with children with special needs.

5.5 Use current technologies available to assist children with learning.

COURSE: Integrated Learning Environments

Unit 1: Philosophy

Competency 1.1:

Describe the kinds of educational programs that are available for infants, toddlers, and preschool children with special needs.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will describe the kinds of educational programs that are available for infants, toddlers, and preschool children with special needs, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Differentiate between types of programs that are available to children with special needs:
   1a. by curriculum
   1b. by types of agency that funds programs
   1c. location (e.g. center or home based)
   1d. by characteristics of enrolled children
   1e. by extent of parent involvement

2. Describe the kinds of placements available for children with special needs:
   2a. integrated (normalized)
   care/ preschool setting

Competency 1.1:

Describe the kinds of educational programs that are available for infants, toddlers, and preschool children with special needs.

Cognitive:

2b. integrated (normalized) care/preschool setting with related services
2c. integrated (normalized) care/preschool setting with supplemental instruction from a resource agent
2d. part-time care/preschool setting and part-time specialized care/preschool setting
2e. full-time specialized setting
2f. hospital/home service
2g. residential care

3. Explain the relationship between the Americans With Disabilities Act of 1990, "Least Restrictive Environment", and the movement toward more integrated care/education settings.

4. Define the term *Integrated Settings*.

Application:

1. Tour several different kinds of placement settings, and record practices for each:

1a. philosophical stance
1b. type of curriculum utilized
1c. funding
1d. location
1e. characteristics of enrolled children
1f. extent of parent involvement

Competency 1.1:

Describe the kinds of educational programs that are available for infants, toddlers, and preschool children with special needs.

Suggested Activities:

1. Research the service delivery options available in the area. Role play a transdisciplinary team meeting to determine which would be the most appropriate options for children and families with differing needs.

2. Given teacher written scenarios, role play the paraprofessional's role in a variety of settings.

References:

Cook, Ruth. Adapting Early Childhood Curricula For Children With Special Needs. pp 15-56.

Deiner, Penny Low. Resources For Teaching Children With Diverse Abilities. pp 23-32.

COURSE: Integrated Learning Environments

Unit 1: Philosophy

Competency 1.2:

Demonstrate an appreciation for the goals of integration in early childhood settings.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will demonstrate an appreciation for the goals of integration in early childhood settings, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Describe the goals of integration in early childhood education:
    - 1a. Texas Education Agency
    - 1b. Head Start
    - 1c. Americans with Disabilities Act of 1990
2. Summarize the benefits of integration for children in early childhood education settings.
3. Describe the affective characteristics of effective integrated programs.
4. Explain the relationship between beliefs about heredity and environment and children's learning.

Competency 1.2:

Demonstrate an appreciation for the goals of integration in early childhood settings.

Application:

1. Develop a personal mission statement about educating young children in integrated settings.
2. Demonstrate commitment to all children:
   - 2a. sensitive to each child's needs and problems
   - 2b. responsive to needs and problems
   - 2c. multi-cultural awareness
   - 2d. modifies teaching strategies when needed
   - 2e. carefully listen and observes, and records behaviors of children to assess needs, update individual education plans, and self-evaluate own performance.

Competency 1.2:

Demonstrate an appreciation for the goals of integration in early childhood settings.

Suggested Activities:

1. Given a teacher prepared attitude work sheet, explore own belief system on children's growth and development and determine how it will influence actions as a paraprofessional in an integrated setting.

References:

Cook, Ruth. Adapting Early Childhood Curriculum For Children With Special Needs. pp. 15-56.

COURSE: Integrated Learning Environments

Unit 2: Assessment

Competency 2.1:

Recognize the function of on-going assessment in the integrated early childhood setting.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will recognize the function of on-going assessment in the integrated early childhood setting, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Explain the purpose of on-going assessments of all children in any early childhood setting.
2. Describe barriers to effective assessment of young children in general.
3. Describe barriers to effective assessment of young children with developmental delays or disabilities.
4. Identify ways of overcoming barriers to successful assessment.
5. Summarize the role of the paraprofessional and observation in the on-going assessment process.
6. Identify criteria to use when observing young children.
7. Identify resources for locating observation instruments and tools.

Competency 2.1:

Recognize the function of on-going assessment in the integrated early childhood setting.

Application:

1. Evaluate a variety of observation instruments for use in on-going assessment of young children; justify selection of one instrument for use in an integrated setting.
2. Using a supervisor-approved observation instrument, observe and record behaviors of one child over a six-week period. Report information to supervisor.

Competency 2.1:

Recognize the function of on-going assessment in the integrated early childhood setting.

Suggested Activities:	References:
1. Invite a registered diagnostician known for excellent communication skills with parents and children to come discuss characteristics of effective communication when administering screening and evaluation assessments.	
2. Given teacher prepared scenarios, role play effective communication skills to use when assessing young children in a center setting.	Cook, Ruth, Adapting Early Childhood Curricula For Children With Special Needs. pp 109-146.
3. In small groups, study and research one assessment instrument. Share information with classmates.	Conoley, J.C. et. al., Tenth Mental Measurements Yearbook.

COURSE: Integrated Learning Environments

Unit 3: Environments

Competency 3.1:

Demonstrate an understanding of a developmentally appropriate integrated environment for infants, toddlers, and young children.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will demonstrate an understanding of a developmentally appropriate integrated environment for infants, toddlers, and young children, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Describe the paraprofessional's role, responsibilities, and limitations in arranging the environment in the work setting.
2. Identify the criteria to consider before designing and/or arranging an environment:
   - 2a. learner population
   - 2b. characteristics of population
   - 2c. learning goals
   - 2d. equipment and materials needed/available
   - 2e. paraprofessional's role in environment

Competency 3.1:

Demonstrate an understanding of a developmentally appropriate integrated environment for infants, toddlers, and young children.

Cognitive:

3. Identify the components of a safe and stimulating indoor environment which meets the needs of children with disabilities and children without disabilities:
    - 3a. newborn through one year
    - 3b. twelve through 24 months
    - 3c. two years through three years
    - 3d. four/five year-olds
    - 3e. mixed age groups
4. Identify the components of a safe and stimulating outdoor environment which meets the needs of children with handicaps and children without handicaps, for ages and stages described above (3.1.3).

Application:

1. On paper or with wood or plastic, design an integrated environment for a setting which serves children ages 2-5.

Competency 3.1:

Demonstrate an understanding of a developmentally appropriate integrated environment for infants, toddlers, and young children.

Suggested Activities:	References:
1. Observe an integrated program during center time. Draw the environmental arrangement and evaluate it for preventive discipline, conduciveness to discovery learning, and safety.	Allen, K. Eileen. "Arranging The Learning Environment," pp 133-154. The Exceptional Child.
2. From the drawing made in activity 3.1.1, make written modifications in a different color of pen or pencil, to show better accommodations for a wheelchair, a child on crutches, and a child with visual impairment.	Allen, K. Eileen. Exceptional. page 152.

COURSE: Integrated Learning Environments

Unit 4: Curriculum

Competency 4.1:

Demonstrate an understanding of recommended curriculum for use in the integrated setting.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will demonstrate an understanding of recommended curriculum for use in the integrated setting, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Identify and describe the criteria professionals use for selecting curricula for use in integrated settings.
2. Identify and describe current curricula available that are developmentally appropriate for integrated settings.
3. Describe the role of individual plans in planning and implementing selected curricula:
    - 3a. Individual Education Plan
    - 3b. Individualized Family Service Plan
    - 3c. Individual Development Plan

Application:

1. Obtain permission to observe a teacher who is using a specific curriculum to meet a child's IEP or ISFP needs. Record learning style, teaching techniques and specific curriculum utilized.

Competency 4.1:

Demonstrate an understanding of recommended curriculum for use in the integrated setting.

Suggested Activities:	References:
1. Compare and contrast a variety of IEP forms developed by school districts across the state. Compare them with guidelines set forth by the Texas Education Agency.	Texas Education Agency. Special Education: Parent and Student Rights.
2. Compare and contrast a variety of ISFP forms developed by intervention organizations across the state. Compare them with guidelines set forth in Part H of Public Law 99-457.	Deiner, Penny Low. Teaching Children With Diverse Abilities. pp 24-29. Mental Health Law Project. Guide To Part H.
3. For a period of one week or more observe a teacher and a paraprofessional in an integrated setting. Record and describe uses made of the IEP or ISFP. Share information with instructor and classmates.	
4. Write a paper comparing and contrasting the IEP and the ISFP.	Cook, Ruth. Adapting Early Childhood Curricula For Children With Special Needs. pp 147-169.

COURSE: Integrated Learning Environments

Unit 4: Curriculum

Competency 4.2:

Construct learning activities from an established curriculum using an individual education plan.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will construct learning activities from an established curriculum using an individual education plan, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Explain the reason why each child in any setting needs and benefits from an individual education plan.
2. Describe key principles in each component of the individual education plan:
   - 2a. statement of behavioral objectives
   - 2b. task analysis
   - 2c. behavioral programming
3. Using a specific curriculum, give examples of how individual IEP components function within it:
   - 3a. the child
   - 3b. the desired performance

Competency 4.2:

Construct learning activities from an established curriculum using an individual education plan.

Cognitive:

3c. the conditions under which the child will perform
3d. the criteria

Task analysis

3a. terminal objective
3b. task components
3c. prerequisite skills
3d. logical vs. empirical task analysis

Behavioral programming

3a. method
3b. materials
3c. constraints
3d. procedure
3e. data collection
3f. interaction between teacher and child

4. Explain how the IEP and IFSP function together.
5. Explain the paraprofessional's role in communicating to the parents about the IEP and IFSP.

Application:

1. Using a case study child, an established curriculum, and an approved individual education/development plan, write lesson plan learning activities for one week.
2. Obtain approval from supervisor for implementing plans.
3. Implement approved plans with case study child.
4. Observe child, record information and report to supervisor the child;s progress on individual tasks.
5. Evaluate implemented plans with supervisor.

Competency 4.2:

Construct learning activities from an established curriculum using an individual education plan.

Suggested Activities:

1. Practice writing lesson plan activities by writing a sequenced lesson plan about a familiar (skill) topic. Teach the skill to a classmate using the objectives written. Evaluate the written sequence of steps.

References:

Cook, Ruth. Adapting Early Childhood Curricula For Children With Special Needs. pp 172-211.

Competency 5.1:

Utilize effective teaching strategies when working with children in integrated settings.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will utilize effective teaching strategies when working with children in integrated settings, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Identify and describe effective teaching techniques to use with all children in the integrated setting.
    1a. modeling
    1b. self-talking
    1c. parallel-talking
2. Explain the purpose of using a variety of strategies with all students.
3. Explain the importance of studying each student's individual education plan when planning instructional strategies.
4. Identify recommended strategies when working with:
    4a. children with learning disabilities
    4b. children with mental retardation
    4c. children with emotional needs
    4d. children with visual impairments
    4e. children with hearing impairments
    4f. children with physical disabilities
    4g. children who are gifted and talented.

Competency 5.1:

Utilize effective teaching strategies when working with children in integrated settings.

Application:

1. Establish and maintain a log on each child cared for to maintain an overall education plan.
2. Establish and maintain daily communication and feedback with parents of the children.
3. Establish and maintain a log of teacher skills. Self evaluate areas of the 13 functional areas of the CDA for each child cared for.
4. Facilitate children's emotional growth by:
    a. providing affection, support, and comfort when children cry, are fearful, or communicate a need.
    b. modeling interactions desired in children.
    c. guiding children toward controlling their behavior.
5. Facilitate learning by implementing developmentally appropriate activities of interest to the child which correlate to the child's ISFP or IEP.

Competency 5.1:

Utilize effective teaching strategies when working with children in integrated settings.

Suggested Activities:

1. Given teacher written scenarios, role play teaching strategies to utilize with specific children in the integrated setting.

2. Interview a center director on methods of record keeping utilized. Collect forms used for possible use during practicum experience.

References:

Cook, Ruth. Adapting Early Childhood Curricula For Children With Special Needs. pp 172-211.

Deiner, Penny Low. Resources For Teaching Children With Diverse Abilities. pp 135-355.

COURSE: Integrated Learning Environments

Unit 5: Professional Duties

Competency 5.2:

Demonstrate physical management skills when working with children with special needs.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will utilize effective teaching strategies when working with children with special needs, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Describe general roles and responsibilities of the special needs paraprofessional when assuming physical management duties:
   Lifting
   1a. Identify and explain the principles of good lifting.
   1b. Describe procedures to use if falling occurs while carrying.
   1c. Describe procedures to use for lifting a heavy child without braces from the floor to a standing position.
   1d. Describe procedures to use in assisting a child to walk during a change of position.
   1e. Describe procedures and cautions to use in assisting a child who has lost his balance.

Competency 5.2:

Demonstrate physical management skills when working children with special needs.

Cognitive:

1f. Describe the procedures to use in assisting a child to walk downstairs.
1g. Describe conditions and procedures to use when carrying a child horizontally.

Transferring

1a. Define "weight-bearing transfers" and describe procedures to use for them.
1b. Identify and describe non-weight bearing transfers:
  a. depression transfers
  b. overhead or chinning transfer
1c. Describe procedures for lifting a child from a wheelchair to a standing position.

Carrying

1a. Identify and explain the principles of good carrying.
1b. Describe procedures to use for independent weight-bearing transfers.
1c. Describe procedures to use for dependent weight-bearing transfers.

Application:

Lifting

1a. Plan the job
1b. Check to see that there is ample room for good footing and that the path is cleared for the carry or transfer.
1c. Stand so as to not twist the body when lifting the child.

Falling while carrying

1a. If close to a wall or other stable object, rest weight on it.
1b. Be alert to protect the child's head.
1c. Fall under or to the side of the child.
1d. Turn child away from hard objects.
1e. Fall against the bed or other soft objects, if close.
1f. If falling downstairs, try to lower to sitting position on step.
1g. If falling upstairs, turn and sit on the stairs, holding onto the child.
1h. After stumbling, crouch and sit down to prevent tumbling.

Lifting Heavy Child without Braces from Floor to Standing Position

1a. Kneel close behind the child and grasp him under his armpits.
1b. Raise the child to a sitting position.
1c. Shift to a stride position with your knees bent and back straight
1d. Still grasping the child under the armpits, raise him to a standing position by straightening your legs and shifting your weight quickly toward your rear foot.

Competency 5.2:

Demonstrate physical management skills when working children with special needs.

Application:

Assisting Child to Walk During Change of Position

If the child is able to support his weight on his legs and is able to take steps but has difficulty in maintaining his balance, assist him/her as follows:

1a. Stand close behind him/her so that your forward leg is in contact with the child.
1b. Grasp his waist or the waistband of his brace with one hand. Place your other hand over his shoulder or under his armpit.
1c. As the child moves forward, keep your hand or leg in contact with him.
1d. Use your leg to assist the child in moving forward by swinging the leg forward against his buttock in a lifting motion.

Assisting the Child Who has Lost His Balance

1a. If the child starts to fall while walking, step close to him and place your leg next to him/her for support or to break his fall.
1b. If the child is falling toward you, crouch and place one leg under him or place your thigh against him while supporting his upper trunk with your hand.
1c. To prevent injury, do not reach outward or lean over to catch the child.

Assisting Child to Walk Downstairs

1a. At the top of the stairs, place the child's hand or both hands on the rail, and while steadying him, move to the step below him and face him.
1b. Grasp the child's waist and move to the next lower step. Stay close to the railing. Keep your weight forward. Rest your arm and hip against the rail.

Carrying a Child Horizontally, if Necessary

1a. Hold the child with one of your arms under his knee and the other under his chest, your palms facing upward.
1b. Hold the child tightly against your body to relieve arm strain and prevent shifting.
1c. Take short steps to maintain balance; do not walk fast.
1d. Keep your hips under the load of your upper body and the child.
1e. Walk with a large share of the weight over your heels.
1f. To carry a heavy child for short distances, support his weight against your upper thighs. Keep your hips slightly flexed.

Competency 5.2:

Demonstrate physical management skills when working children with special needs.

Application:

Lifting Child from Wheelchair to Standing Position

1a. Apply wheelchair brakes. Face the child.
1b. Crouch to swing footrests into vertical position, out of the way of the child's feet.
1c. Stand in a bent knee position with forward leg between the child's knees and place your hands about the child's chest or under his armpits.
1d. Shift your weight backward over the rear foot as you slide the child to the front of the seat.

Carrying

1a. Avoid carrying whenever possible by using a household chair with wheels added, tricycles, wheelchairs, or hydraulic lifts.
1b. When carrying is absolutely necessary, hold the load as close to your chest as possible.
1c. Keep a firm grasp. If your grasp becomes loose, rest the child against something while you secure a firmer grasp.
1d. Do not twist; turn your whole body.

Carrying a Child without Unnecessary Strength

1a. Keep arms close to your body.
1b. Rest part of the child's weight on your hips and counterbalances his weight by leaning back from slightly flexed knees, without hypertension of the lumbar spine.
1c. Have the child lean against you, since he cannot help by holding your hand.
1d. Stand close to the load with one foot ahead of the other; the foot that is ahead should usually be in the direction you are going.
1e. Do not try to lift from a kneeling position, as this takes away the power source. However, with smaller children or loads, start to lift with one knee on the floor.
1f. Get a good grasp before starting to lift.
1g. Make a preliminary lift to see if the student's weight is within your capacity.
1h. Seek assistance, if the weight of the load is more than one-fourth of your body weight or it is awkward.
1i. Lift one end of the load slightly, if necessary, so you can place one hand underneath it in order to get a firm grasp.
1j. Get your legs ready for the lift by bending them. Do not attempt to lift a load with your legs bent beyond the right-angle.

Competency 5.2:

Demonstrate physical management skills when working children with special needs.

Application:

1k. Get your legs ready for the lift by bending them. Do not attempt to lift a load with your legs bent beyond the right-angle position.
1l. Lower your body near the level of the object to be lifted.
1m. Assume a straight back position; should be neither rounded nor arched, and as near the vertical position as possible
1n. Assume a straight back position; should be neither rounded nor arched, and as near the vertical position as possible.
1o. Position shoulders directly over knees; place hands so that they reach straight downward to the load.
1p. To be in proper position, let your back muscles hold your back steady as your leg muscles tense to go to work.
1q. Lift by straightening your legs in a steady upward thrust, and at the same time move your back to a vertical position.
1r. Keep the weight of the load close to your body and over your feet.
1s. As the legs straighten, keep your back straight.
1t. When changing direction during a lift, step around and turn your whole body, without twisting at the waist or lower back.

Procedures for Independent Weight-Bearing Transfers

1a. Direct the child to position his wheelchair at an angle of 90 degrees or less to the surface where he is moving. If one leg is stronger, this side is placed toward the surface where he is moving.
1b. Direct the child to apply the wheelchair brake; and raise or remove footrest.
1c. Direct the child to move forward to the edge of the chair and place the strongest leg directly under the edge of the chair and the weaker leg forward slightly for balance.
1d. Direct the child to lean forward on the strong foot and extend his legs to stand while simultaneously pushing down with his hands on the seat or armrests to lift himself.
1e. Direct the child to reach for the surface where he is moving and pivot on his strong foot until his back is toward the surface. When he feels the surface behind his leg, he sits.
1f. When possible, utilize an assistant who understands the preceding procedures.

Competency 5.2:

Demonstrate physical management skills when working children with special needs.

Application:

Procedures for Dependent Weight-Bearing Transfers

1a. Follow steps 1,2,3, listed under Procedures for Independent Weight-Bearing Transfers.

1b. Stand in front of the child with feet slightly apart and knees bent. The legs are in a position to block the child's knees if they give way. The bent knees also reduce the stress on the back and allow for maximum lifting strength.

1c. Hold the child under the arms. Place towel under the child's arm to offer a more secure grasping surface.

1d. Direct the child to lean forward over the strong foot and extend his leg to stand. Shift your weight backward and assist the child to a standing position.

1e. As the child comes to a standing position, direct him to reach for the surface where he's moving and pivot on his strong foot until his back is toward the surface. As you shift your weight forward, the child is slowly lowered to a sitting position.

Competency 5.2:

Demonstrate physical management skills when working with children with special needs.

Suggested Activities:

1. Complete training, under a trained professional, for physical management skills to utilize when working with children with special needs.

2. Observe children in a setting where physical management skills are utilized. Record techniques of teachers and/or paraprofessionals with children who have special needs.

References:

Learner Managed Designs. Positioning For Infants And Young Children With Motor Problems. video.

Learner Managed Designs. Clean Intermittent Catheterization. video.

COURSE: Integrated Learning Environments

Unit 5: Professional Duties

Competency 5.3:

Demonstrate care skills when working with children with special needs.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will demonstrate care skills when working with children with special needs, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Explain the reason for assisting with feeding, dressing and exercising of the child with special needs.
2. Describe the paraprofessional's role and responsibilities in assisting a child with care skills.
3. Describe general guidelines for feeding a child who needs assistance with self-feeding.
4. Describe general guidelines for assisting the child who needs assistance with self-dressing.
5. Describe the general guidelines for assisting the child with exercising.

Competency 5.3:

Demonstrate care skills when working with children with special needs.

Application:

Feeding

1. Place the child in an optimal position for feeding. Follow the speech or the occupational therapist's specific procedures for the individual child. (e.g. neck and side supports will aid the child with poor head control).
2. Place food alternately at each corner of the child's mouth to encourage chewing.
3. To encourage use of the lips, have the child take the food off the spoon by closing his lips. Do not use his teeth to scrape the food off the spoon.
4. Place small amounts of food in each spoonful for easier chewing and swallowing.
5. Begin with strained baby foods and gradually progress to foods which have been placed in the blender as the child becomes able to chew.
6. If able, have the child bite off a piece of toast or cracker rather than placing a piece in his mouth.
7. Keep distractions to a minimum when feeding the child or when teaching him self-feeding skills.
8. Use adapted feeding utensils, when appropriate, for individual children, to avoid unnecessary frustration and teach independence.
9. Place a rubber mat under a child's plate to prevent movement of the plate as the child learns to scoop food off the plate.
10. To assist the child when self-feeding, sit behind the child to guide the utensil in the child's hand to his mouth.

Dressing

1. Break the skill down into small steps and begin with the easiest. (e.g. the child first may learn to locate the front of the jacket before having to put it on).
2. Be aware of all the movements involved in dressing skills.
3. Direct the child to practice removing a garment before trying to put it on.
4. In all dressing activities, encourage the child to assist whenever he is capable.
5. When practicing dressing, use loose fitting garments with large openings for the head, arms and legs.
6. Safely position the child when attempting new dressing skills. If balance is weak, perform task from a sitting or lying position
7. If the child has difficulty in distinguishing the front and back of garments, use a brightly colored iron-on or sew-on tape.
8. If one leg or arm is weaker than the other, place it in the garment first. When undressing, remove the weaker arm or leg last.
9. Teach using fasteners last as they are a more difficult skill to master; replace conventional fasteners with ones that are easier to manage.

Competency 5.3:

Demonstrate care skills when working with children with special needs.

Application:

Dressing

10. Give the child praise for his accomplishments.

Exercising

1. Follow exactly the specific written instruction provided by the therapist for individual children.
2. Obtain parental permission for performing passive exercises.
3. Perform passive exercises slowly without force.
4. Observe for signs of discomfort from the child and discontinue exercises that cause pain.
5. Perform relaxation activities prior to passive exercise to ensure the child's muscles are not tense.
6. When supervising a child performing active exercise, instructions should be clear and concise.
7. Encourage the child to count the repetition, if possible, and to be responsible for performing the exercise correctly.
8. Perform and/or lead all exercises, active and passive, slowly so maximum benefit is attained.
9. Play games and sing songs during the practice session to make exercising fun.

Competency 5.3:

Demonstrate care skills when working with children with special needs.

Suggested Activities:

1. Using role play, practice care skills for assisting children with special needs in:

    - Dressing
    - Exercising
    - Self-feeding
    - Toileting

2. Observe children, teachers, and/or paraprofessionals in an integrated setting, and record techniques teachers and paraprofessionals use to teach self-care skills to children.

References:

Allen, K. Eileen. "Facilitating Self- Care Learnings," pp. 219-235. The Exceptional Child.

COURSE: Integrated Learning Environments

Unit 5: Professional Duties

Competency 5.4:

Demonstrate skills needed when communicating with children with special needs.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will demonstrate skills needed when communicating with children with special needs, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Describe common approaches used for communicating with children who have hearing and/or speech handicaps:
    - 1a. oral
    - 1b. total communication
    - 1c. language instruction
    - 1d. technologies
2. Complete basic American Sign Language instruction.
3. Complete cued speech instruction.
4. Complete finger-spelling instruction.

Competency 5.4:

Demonstrate skills needed when communicating with children with special needs.

Application:

1. Demonstrate proficiency in American Sign Language.
2. Demonstrate proficiency in cued speech.
3. Demonstrate proficiency in finger-spelling.

Competency 5.4:

Demonstrate skills needed when communicating with children with special needs.

Suggested Activities:

1. Host a panel of individuals with hearing impairments. Discuss the effect of hearing impairment on daily living.

2. Using ear plugs, attempt to converse with a classmate. Record and share feelings encountered.

References:

Allen, K. Eileen. The Exceptional Child. pp 237-256.

COURSE: Integrated Learning Environments

Unit 5: Professional Duties

Competency 5.5:

Use current technologies available to assist children with learning.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will use current technologies available to assist children with learning, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Identify the kinds of technologies available for the child with special needs.
2. Describe the purposes and functions of current technologies.
3. Explain the paraprofessional's role in using /facilitating technology with children.
4. Describe the paraprofessional's responsibility in learning to use technology in the integrated setting.

Application:

1. Given an integrated setting which utilizes one or more learning technologies, train to use one or more technologies proficiently.

Competency 5.5:

Use current technologies available to assist children with learning.

Application:

2. Upon completion of mastery performance testing on the technology, utilize the equipment in meeting one child's Individual Education Plan goals.

Competency 5.5:

Use current technologies available to assist children with learning.

Suggested Activities:

1. Tour a center setting that makes use of technologies which assist children with learning. Record information in a journal.

2. Research a new technology for use in the integrated setting. Evaluate its usefulness and appropriateness for intended children.

References:

INTEGRATED LEARNING ENVIRONMENTS

STUDENT COMPETENCY PROFILE

DIRECTIONS: Indicate the appropriate number to evaluate the degree of competency on a scale of 1 to 4:

RATING SCALE:

1 - Clearly Outstanding The student shows exceptional knowledge and/or performs the task skillfully with no instructional support or supervision.

2 - Satisfactory The student shows adequate knowledge or performs the task adequately with limited instructional support or supervision.

3 - Needs Improvement The student shows minimal knowledge and/or has difficulty performing the task independently and needs close instructional support or supervision.

4 - No Exposure or Experience in this Area

INTEGRATED LEARNING ENVIRONMENTS

1.1 Describe the kinds of educational programs that are available for infants, toddlers, and preschool children with special needs.

Cognitive		1	2	3	4	5	6
1.	Differentiate between types of programs that are available to children with special needs:						
1a.	by curriculum						
1b.	by types of agency that funds programs						
1c.	location (e.g. center or home based)						
1d.	by characteristics of enrolled children						
1e.	by extent of parent involvement.						
2.	Describe kinds of placements for children with special needs:						
2a.	integrated (normalized) care/ preschool setting						
2b.	integrated (normalized) care/preschool setting with related services						
2c.	integrated (normalized) care/preschool setting with supplemental instruction from a resource agent						
2d.	part-time care/preschool setting and part-time specialized care/preschool setting						
2e.	full-time specialized setting						
2f.	hospital/home service						

INTEGRATED LEARNING ENVIRONMENTS

1.1 Describe the kinds of educational programs that are available for infants, toddlers, and preschool children with special needs.

Cognitive	1	2	3	4	5	6
2g. residential care						
3. Explain the relationship between the American With Disabilities Act of 1990, "The Least Restrictive Environment", and the movement toward more integrated care/education settings.						
4. Define the term *Integrated Settings*.						
Application 1. Tour several different kinds of placement settings, and record practices for each: 1a. philosophical stance						
1b. type of curriculum utilized						
1c. funding						
1d. location						
1e. characteristics of enrolled children						
1f. extent of parent involvement						

INTEGRATED LEARNING ENVIRONMENTS

1.2 Demonstrate an appreciation for the goals of integration in early childhood settings.						
Cognitive	1	2	3	4	5	6
1. Describe the goals of integration in early childhood education: 1a. Texas Education Agency						
1b. Head Start						
1c. American with Disabilities Act of 1990						
2. Summarize the benefits of integration for children in early childhood education settings.						
3. Describe the affective characteristics of effective integrated programs.						
Application 1. Develop a personal mission statement about educating young children in integrated settings.						
2. Demonstrate commitment to all children: 2a. sensitive to each child's needs and problems						
2b. responsive to needs and problems						

INTEGRATED LEARNING ENVIRONMENTS

1.2 Demonstrate an appreciation for the goals of integration in early childhood settings.						
Application	1	2	3	4	5	6
2c. multi-cultural awareness						
2d. modifies teaching strategies when needed						
2e. carefully listen and observes, and records behaviors of children to assess needs, update individual education plans, and self-evaluate own performance.						

INTEGRATED LEARNING ENVIRONMENTS

2.1 Recognize the function of on-going assessment in the integrated early childhood setting.						
Cognitive	1	2	3	4	5	6
1. Explain the purpose of on-going assessments of all children in any early childhood setting.						
2. Describe barriers to effective assessment of young children in general.						
3. Describe barriers to effective assessment of young children with handicaps.						
4. Identify ways of overcoming barriers to successful assessment.						
5. Summarize the role of the paraprofessional and observation in the on-going assessment process.						
6. Identify criteria to use when observing young children.						
7. Identify resources for locating observation instruments and tools.						
Application 1. Evaluate a variety of observation instruments for use in on-going assessment of young children; justify selection of one instrument for use in an integrated setting.						
2. Using a supervisor-approved observation instrument, observe and record behaviors of one child over a six-week period. Report information to supervisor.						

INTEGRATED LEARNING ENVIRONMENTS

3.1 Demonstrate an understanding of a developmentally appropriate integrated environment for infants, toddlers, and young children.

Cognitive	1	2	3	4	5	6
1. Describe the paraprofessional's role, responsibilities, and limitations in arranging the environment in the work setting.						
2. Identify the criteria to consider before designing and/or arranging an environment:						
2a. learner population						
2b. characteristics of population						
2c. learning goals						
2d. equipment and materials needed/available						
2e. paraprofessional's role in environment						
3. Identify the components of a safe and stimulating indoor environment which meets the needs of children with disabilities and children without disabilities: 3a. newborn through one year						
3b. twelve through 24 months						
3c. two years through three years						
3d. four/five year-olds						
3e. mixed age groups						

INTEGRATED LEARNING ENVIRONMENTS

3.1 Demonstrate an understanding of a developmentally appropriate integrated environment for infants, toddlers, and young children.						
Cognitive	1	2	3	4	5	6
4. Identify the components of a safe and stimulating outdoor environment which meets the needs of children with handicaps and children without handicaps, for ages and stages described above (3.1.3).						

INTEGRATED LEARNING ENVIRONMENTS

4.1 Demonstrate an understanding of recommended curriculum for use in the integrated setting.						
Cognitive	1	2	3	4	5	6
1. Identify and describe the criteria professionals use for selecting curricula for use in integrated settings.						
2. Identify and describe current curricula available that are developmentally appropriate for integrated settings.						
3. Describe the role of individual plans in planning and implementing selected curricula: 3a. Individual Education Plan						
3b. Individualized Family Service Plan						
3c. Individual Development Plan						
Application 1. Obtain permission to observe a teacher who is using a specific curriculum to meet a child's IEP or ISFP needs. Record learning style, teaching techniques, and specific curriculum utilized.						

INTEGRATED LEARNING ENVIRONMENTS

4.2 Construct learning activities from an established curriculum using an individual education plan.						
Cognitive	1	2	3	4	5	6
1. Explain the reason why each child in any setting needs and benefits from an individual education plan.						
2. Describe key principles in each component of the individual education plan: 2a. statement of behavioral objectives						
2b. task analysis						
2c. behavioral programming						
3. Using a specific curriculum, give examples of how individual IEP components function within it: 3a. the child						
3b. the desired performance						
3c. the conditions under which the child will perform						
3d. the criteria						
Task analysis 3a. terminal objective						
3b. task components						
3c. prerequisite skills						
3d. logical vs. empirical task analysis						

INTEGRATED LEARNING ENVIRONMENTS

4.2 Construct learning activities from an established curriculum using an individual education plan.						
Cognitive	1	2	3	4	5	6
Behavioral Programming 3a. method						
3b. materials						
3c. constraints						
3d. procedure						
3e. data collection						
3f. interaction between teacher and child						
4. Explain how the IEP and IFSP function together.						
5. Explain the paraprofessional's role in communicating to the parents about the IEP and IFSP.						
Application 1. Using a case study child, an established curriculum, and an approved individual education/development plan, write lesson plan learning activities for one week.						
2. Obtain approval from supervisor for implementing plans.						
3. Implement approved plans with case study child.						

INTEGRATED LEARNING ENVIRONMENTS

4.2 Construct learning activities from an established curriculum using an individual education plan.						
Application	1	2	3	4	5	6
4. Observe child, record information and report to supervisor the child;s progress on individual tasks.						
5. Evaluate implemented plans with supervisor.						

INTEGRATED LEARNING ENVIRONMENTS

5.1 Utilize effective teaching strategies when working with children in integrated settings.						
Cognitive	1	2	3	4	5	6
1. Identify and describe effective teaching techniques to use with all children in the integrated setting. 1a. modeling						
1b. self-talking						
1c. parallel-talking						
2. Explain the purpose of using a variety of strategies with all students.						
3. Explain the importance of studying each student's individual education plan when planning instructional strategies.						
4. Identify recommended strategies when working with: 4a. children with learning disabilities						
4b. children with mental retardation						
4c. children with emotional needs						
4d. children with visual impairments						
4e. children with hearing impairments						
4f. children with physical disabilities						
4g. children who are gifted and talented.						

INTEGRATED LEARNING ENVIRONMENTS

5.2 Demonstrate physical management skills when working with children with special needs.

Cognitive	1	2	3	4	5	6
1. Describe general roles and responsibilities of the special needs paraprofessional when assuming physical management duties: Lifting 1a. Identify and explain the principles of good lifting.						
1b. Describe procedures to use if falling occurs while carrying.						
1c. Describe procedures to use for lifting a heavy child without braces from the floor to a standing position.						
1d. Describe procedures to use in assisting a child to walk during a change of position.						
1e. Describe procedures and cautions to use in assisting a child who has lost his balance.						
1f. Describe the procedures to use in assisting a child to walk downstairs.						
1g. Describe conditions and procedures to use when carrying a child horizontally.						

5.2 Demonstrate physical management skills when working with children with special needs.						
Cognitive	1	2	3	4	5	6
Transferring 1a. Define "weight-bearing transfers" and describe procedures to use for them.						
1b. Identify and describe non-weight bearing transfers: a. depression transfers						
b. overhead or chinning transfer						
1c. Describe procedures for lifting a child from a wheelchair to a standing position.						
Carrying 1a. Identify and explain the principles of good carrying.						
1b. Describe procedures to use for independent weight-bearing transfers.						
1c. Describe procedures to use for dependent weight-bearing transfers.						

INTEGRATED LEARNING ENVIRONMENTS

5.2 Demonstrate physical management skills when working with children with special needs.						
Application	1	2	3	4	5	6
Lifting 1a. Plan the job.						
1b. Check to see that there is ample room for good footing and that the path is cleared for the carry or transfer.						
1c. Stand so to not twist the body when lifting the child.						
Falling while carrying 1a. If close to a wall or other stable object, rest weight on it.						
1b. Be alert to protect the child's head.						
1c. Fall under or to the side of the child.						
1d. Turn child away from hard objects.						
1e. Fall against the bed or other soft objects, if close.						
1f. If falling downstairs, try to lower to sitting position on step.						
1g. If falling upstairs, turn and sit on the stairs, holding onto the child.						
1h. After stumbling, crouch and sit down to prevent tumbling.						

5.2 Demonstrate physical management skills when working with children with special needs.						
Application	1	2	3	4	5	6
Lifting Heavy Child Without Braces From Floor to Standing Position 1a. Kneel close behind the child and grasp him under his armpits.						
1b. Raise the child to a sitting position.						
1c. Shift to a stride position.						
1d. Still grasping the child under the armpits, raise him to a standing position by straightening your legs and shifting your weight quickly toward your rear foot.						
Assisting Child to Walk During Change of Position If the child is able to support his weight on his legs and is able to take steps but has difficulty in maintaining his balance, assist him/her as follows: 1a. Stand close behind him/her so that your forward leg is in contact with the child.						
1b. Grasp his waist or the waistband of his brace with one hand. Place your other hand over his shoulder or under his armpit.						
1c. As the child moves forward, keep your hand or leg in contact with him.						
1d. Use your leg to assist the child in moving forward by swinging the leg forward against his buttock in a lifting motion.						

INTEGRATED LEARNING ENVIRONMENTS

5.2 Demonstrate physical management skills when working with children with special needs.

Application	1	2	3	4	5	6
Assisting the Child Who has Lost His Balance 1a. If the child starts to fall while walking, step close to him and place your leg next to him/her for support or to break his fall.						
1b. If the child is falling toward you, crouch and place one leg under him or place your thigh against him while supporting his upper trunk with your hand.						
1c. To prevent injury, do not reach outward or lean over to catch the child.						
Assisting Child to Walk Downstairs 1a. At the top of the stairs, place the child's hand or both hands on the rail, and while steadying him, move to the step below him and face him.						
1b. Grasp the child's waist and move to the next lower step. Stay close to the railing. Keep your weight forward. Rest your arm and hip against the rail.						
Carrying a Child Horizontally, if Necessary 1a. Hold the child with one of your arms under his knee and the other under his chest, your palms facing upward.						

5.2 Demonstrate physical management skills when working with children with special needs.						
Application	1	2	3	4	5	6
1b. Hold the child tightly against your body to relieve arm strain and prevent shifting.						
1c. Take short steps to maintain balance; do not walk fast.						
1d. Keep your hips under the load of your upper body and the child.						
1e. Walk with a large share of the weight over your heels.						
1f. To carry a heavy child for short distances, support his weight against your upper thighs. Keep your hips slightly flexed.						
Lifting Child from Wheelchair to Standing Position 1a. Apply wheelchair brakes. Face the child.						
1b. Crouch to swing footrests into vertical position, out of the way of the child's feet.						
1c. Stand in a bent knee position with forward leg between the child's knees and place your hands about the child's chest or under his armpits.						
1d. Shift your weight backward over the rear foot as you slide the child to the front of the seat.						

5.2 Demonstrate physical management skills when working with children with special needs.						
Application	1	2	3	4	5	6
Carrying 1a. Avoid carrying whenever possible by using a household chair with wheels added, tricycles, wheelchairs, or hydraulic lifts.						
1b. When carrying is absolutely necessary, hold the load as close to your chest as possible.						
1c. Keep a firm grasp. If your grasp becomes loose, rest the child against something while you secure a firmer grasp.						
1d. Do not twist; turn your whole body.						
Carrying a Child without Unnecessary Strength 1a. Keep arms close to your body.						
1b. Rest part of the child's weight on your hips and counterbalances his weight by leaning back from slightly flexed knees, without hypertension of the lumbar spine.						
1c. Have the child lean against you, since he cannot help by holding your hand.						
1d. Stand close to the load with one foot ahead of the other; the foot that is ahead should usually be in the direction you are going.						

5.2 Demonstrate physical management skills when working with children with special needs.							
Application		1	2	3	4	5	6
1e.	Do not try to lift from a kneeling position, as this takes away the power source. However, with smaller children or loads, start to lift with one knee on the floor.						
1f.	Get a good grasp before starting to lift.						
1g.	Make a preliminary lift to see if the student's weight is within your capacity.						
1h.	Seek assistance, if the weight of the load is more than one-fourth of your body weight or it is awkward.						
1i.	Lift one end of the load slightly, if necessary, so you can place one hand underneath it in order to get a firm grasp.						
1j.	Get your legs ready for the lift by bending them. Do not attempt to lift a load with your legs bent beyond the right-angle.						
1k.	Get your legs ready for the lift by bending them. Do not attempt to lift a load with your legs bent beyond the right-angle position.						
1l.	Lower your body near the level of the object to be lifted.						

INTEGRATED LEARNING ENVIRONMENTS

5.2 Demonstrate physical management skills when working with children with special needs.

Application	1	2	3	4	5	6
1m. Assume a straight back position; should be neither rounded nor arched, and as near the vertical position as possible						
1n. Assume a straight back position; should be neighbor rounded nor arched, and as near the vertical position as possible.						
1o. Position shoulders directly over knees; place hands so that they reach straight downward to the load.						
1p. To be in proper position, let your back muscles hold your back steady as your leg muscles tense to go to work.						
1q. Lift by straightening your legs in a steady upward thrust, and at the same time move your back to a vertical position.						
1r. Keep the weight of the load close to your body and over your feet.						
1s. As the legs straighten, keep your back straight.						
1t. When changing direction during a lift, step around and turn your whole body, without twisting at the waist or lower back.						

5.2 Demonstrate physical management skills when working with children with special needs.

Application Procedures for Independent Weight-Bearing Transfers	1	2	3	4	5	6
1a. Direct the child to position his wheelchair at an angle of 90 degrees or less to the surface where he is moving. If one leg is stronger, this side is placed toward the surface where he is moving.						
1b. Direct the child to apply the wheelchair brake; and raise or remove footrest.						
1c. Direct the child to move forward to the edge of the chair and place the strongest leg directly under the edge of the chair and the weaker leg forward slightly for balance.						
1d. Direct the child to lean forward on the strong foot and extend his legs to stand while simultaneously pushing down with his hands on the seat or armrests to lift himself.						
1e. Direct the child to reach for the surface where he is moving and pivot on his strong foot until his back is toward the surface. When he feels the surface behind his leg, he sits.						
1f. When possible, utilize an assistant who understands the preceding procedures.						

5.2 Demonstrate physical management skills when working with children with special needs.						
Application	1	2	3	4	5	6
Procedures for Dependent Weight-Bearing Transfers 1a. Follow steps 1,2,3, listed under Procedures for Independent Weight-Bearing Transfers.						
1b. Stand in front of the child with feet slightly apart and knees bent. The legs are in a position to block the child's knees if they give way. The bent knees also reduce the stress on the back and allow for maximum lifting strength.						
1c. Hold the child under the arms. Place towel under the child's arm to offer a more secure grasping surface.						
1d. Direct the child to lean forward over the strong foot and extend his leg to stand. Shift your weight backward and assist the child to a standing position.						
1e. As the child comes to a standing position, direct him to reach for the surface where he's moving and pivot on his strong foot until his back is toward the surface. As you shift your weight forward, the child is slowly lowered to a sitting position.						

INTEGRATED LEARNING ENVIRONMENTS

5.3 Demonstrate care skills when working with children with special needs.						
Cognitive	1	2	3	4	5	6
1. Explain the reason for assisting with feeding, dressing and exercising of the child with special needs.						
2. Describe the paraprofessional's role and responsibilities in assisting a child with care skills.						
3. Describe general guidelines for feeding a child who needs assistance with self-feeding.						
4. Describe general guidelines for assisting the child who needs assistance with self-dressing.						
5. Describe the general guidelines for assisting the child with exercising.						
Application 1. Place the child in an optimal position for feeding. Follow the speech or the occupational therapist's specific procedures for the individual child. (e.g. neck and side supports will aid the child with poor head control).						
2. Place food alternately at each corner of the child's mouth to encourage chewing.						
3. To encourage use of the lips, have the child take the food off the spoon by closing his lips. Do not use his teeth to scrape the food off the spoon.						

5.3 Demonstrate care skills when working with children with special needs.						
Application	1	2	3	4	5	6
4. Place small amounts of food in each spoonful for easier chewing and swallowing.						
5. Begin with strained baby foods and gradually progress to foods which have been placed in the blender as the child becomes able to chew.						
6. If able, have the child bite off a piece of toast or cracker rather than placing a piece in his mouth.						
7. Keep distractions to a minimum when feeding the child or when teaching him self-feeding skills.						
8. Use adapted feeding utensils, when appropriate, for individual children, to avoid unnecessary frustration and teach independence.						
9. Place a rubber mat under a child's plate to prevent movement of the plate as the child learns to scoop food off the plate.						
10. To assist the child when self-feeding, sit behind the child to guide the utensil in the child's hand to his mouth.						
Dressing 1. Break the skill down into small steps and begin with the easiest. (e.g. the child first may learn to locate the front of the jacket before having to put it on).						
2. Be aware of all the movements involved in dressing skills.						

INTEGRATED LEARNING ENVIRONMENTS

5.3	Demonstrate care skills when working with children with special needs.							
	Application		1	2	3	4	5	6
	3.	Direct the child to practice removing a garment before trying to put it on.						
	4.	In all dressing activities, encourage the child to assist whenever he is capable.						
	5.	When practicing dressing, use loose fitting garments with large openings for the head, arms and legs.						
	6.	Safely position the child when attempting new dressing skills. If balance is weak, perform task from a sitting or lying position						
	7.	If the child has difficulty in distinguishing the front and back of garments, use a brightly colored iron-on or sew-on tape.						
	8.	If one leg or arm is weaker than the other, place it in the garment first. When undressing, remove the weaker arm or leg last.						
	9.	Teach using fasteners last as they are a more difficult skill to master; replace conventional fasteners with ones that are easier to manage.						
	10.	Give the child praise for his accomplishments.						
	Exercising 1.	Follow exactly the specific written instruction provided by the therapist for individual children.						
	2.	Obtain parental permission for performing passive exercises.						

INTEGRATED LEARNING ENVIRONMENTS

5.3	Demonstrate care skills when working with children with special needs.						
	Application	1	2	3	4	5	6
3.	Perform passive exercises slowly without force.						
4.	Observe for signs of discomfort from the child and discontinue exercises that cause pain.						
5.	Perform relaxation activities prior to passive exercise to ensure the child's muscles are not tense.						
6.	When supervising a child performing active exercise, instructions should be clear and concise.						
7.	Encourage the child to count the repetition, if possible, and to be responsible for performing the exercise correctly.						
8.	Perform and/or lead all exercises, active and passive, slowly so maximum benefit is attained.						
9.	Play games and sing songs during the practice session to make exercising fun.						

INTEGRATED LEARNING ENVIRONMENTS

5.4 Demonstrate skills needed communicating with children with special needs.						
Cognitive	1	2	3	4	5	6
1. Describe common approaches used for communicating with children who have hearing and/or speech handicaps: 1a. oral						
1b. total communication						
1c. language instruction						
1d. technologies						
2. Complete basic American Sign Language instruction.						
3. Complete cued speech instruction.						
4. Complete finger-spelling instruction.						
Application 1. Demonstrate proficiency in American Sign Language.						
2. Demonstrate proficiency in cued speech.						
3. Demonstrate proficiency in finger-spelling.						

INTEGRATED LEARNING ENVIRONMENTS

5.5 Use current technologies available to assist children with learning.						
Cognitive	1	2	3	4	5	6
1. Identify the kinds of technologies available for the child with special needs.						
2. Describe the purposes and functions of current technologies.						
3. Explain the paraprofessional's role in using /facilitating technology with children.						
4. Describe the paraprofessional's responsibility in learning to use technology in the integrated setting.						
Application 1. Given an integrated setting which utilizes one or more learning technologies, train to use one or more technologies proficiently.						
2. Upon completion of mastery performance testing on the technology, utilize the equipment in meeting one child's Individual Education Plan goals.						

Advanced Guidance Strategies

Course Description: This three hour credit course provides an examination of theoretical approaches to guidance strategies applicable to the integrated early childhood setting; emphasis is placed on strategies for facilitating emotional growth in individual children and social integration of all children in inclusive settings; includes activity planning to achieve IEP and ISFP goals for a variety of children with disabilities and children without disabilities. Features experiences in mastering observation techniques and assisting in assessment procedures; ethical problem solving; and teamwork skills in group management. Positive guidance techniques are emphasized.

Course Credit: 3 (2 lec/2 lab)

Sequence of Competencies by Learning Unit:

1.1 Demonstrate an understanding of behavioral assessment in setting goals for emotional growth in children.

1.2 Demonstrate an understanding of assessing for social interaction skills in setting goals for social growth in young children.

2.1 Recognize appropriate procedures in admitting children to special education services.

2.2 Utilize the written specialized education program components for the emotional/social development of a child diagnosed for special education services.

2.3 Collaborate with parents to reach social and emotional growth objectives.

3.1 Display a caring, nurturing attitude toward all children in integrated settings.

3.2 Observe and record children's behavior to track emotional growth.

3.3 Demonstrate effective strategies for developing emotional growth in all children.

3.4 Utilize prescribed strategies to foster development in children who have specifically diagnosed behavioral/emotional disorders.

3.5 Implement curriculum activities which foster healthy emotional growth in children.

Advanced Guidance Strategies

4.1 Display qualities which facilitate friendships among children with disabilities and children without disabilities.

4.2 Observe and record children's social interactions to track social growth.

4.3 Demonstrate an understanding of skills needed for facilitating social integration of children.

5.1 Apply professional ethics and responsibility in the integrated setting.

5.2 Demonstrate initiative in increasing knowledge of professional responsibilities.

COURSE: Advanced Guidance Strategies

Unit 1: Assessment of Young Children

Competency 1.1:

Demonstrate an understanding of behavioral assessment in setting goals for emotional growth in young children.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will demonstrate an understanding of behavioral assessment in setting goals for emotional growth in young children, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Identify the appropriate purposes for assessing infant and young children's behavior.
2. Identify inappropriate purposes for conducting behavioral assessments.
3. Define and give examples of *Behavioral State Organization.*
4. Identify and explain the variables that influence behavior and development in children:

    a. newborn
    b. infants
    c. toddlers
    d. pre-school

Competency 1.1:

Demonstrate an understanding of behavioral assessment in setting goals for emotional growth in young children.

Cognitive:

The Student will:

5. Describe the characteristics of appropriate behavioral assessment instruments.
6. Explain the reasons for actively including parents/guardians in the behavioral assessment process.
7. Describe ways of actively involving parents/guardians in the behavioral assessment process.
8. Describe the paraprofessional's role and duties in the assessment process:
9. Summarize the components of effective observing and recording of individual children's behavior.
10. Summarize an ethical code of conduct to follow in working with parents, children, and other professionals.

Application:

The Student will:

1. Evaluate behavioral assessment instrument using criteria (e.g. National Association For The Education of Young Children Guidelines For Appropriate Assessment).
2. Observe and record the procedures of behavioral assessment for one child by a specialist conducting the appraisal.
3. Given an assessment instrument and directions for procedures and recording, observe alongside a specialist, and record child's behaviors. Share information with specialist, comparing and contrasting recorded observations.
4. Note specialist's suggestions for improvement:
    - a. understanding of behavior(s) observed.
    - b. observing skills.
    - c. recording methods and procedures.

Competency 1.1:

Demonstrate an understanding of behavioral assessment in setting goals for emotional growth in young children.

Suggested Activities:

1. Research and study a behavioral assessment instrument. Share information on its usefulness and appropriateness for young children with classmates.

2. Invite a child psychologist who specializes in testing/ assessment to discuss various aspects of evaluation and the role of testing/evaluation in treatment planning.

3. Invite a parent or member of a parent support group to discuss the concerns, fears, and perceptions of parents whose children are undergoing assessment and/or treatment.

References:

Wolfgang, Charles. Helping Aggressive And Passive Preschoolers Through Play. pp 23-25.

COURSE: Advanced Guidance Strategies

UNIT 1: Assessment of Young Children

Competency 1.2:

Demonstrate an understanding of assessing for social interaction skills in setting goals for social growth in young children.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will demonstrate an understanding of assessing for social interaction skills in setting goals for social growth in young children, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Distinguish between appropriate and inappropriate purposes of assessing young children's social interaction skills.
2. Identify and describe the variables that influence the social development process in children.
3. Identify the social development problems specific to children with a range of disabilities.
4. Describe the characteristics of appropriate social interaction skills assessment instruments.

Competency 1.2:

Demonstrate an understanding of assessing for social interaction skills in setting goals for social growth in young children.

Cognitive:

The Student will:

5. Describe the characteristics of appropriate behavioral assessment instruments.
6. Describe ways of actively involving parents/guardians in the behavioral assessment process.
7. Summarize the paraprofessional's role and duties in the assessment process:
    a. liaison between center and parents
    b. assistant (e.g. physical, administrative management)
    c. observer/recorder in assessment process
8. Summarize the components of effective observing and recording of children's social interactions.

Application:

The Student will:

1. Evaluate a social interaction skills assessment instrument using established criteria (e.g. National Association for the Education of Young Children Guidelines for Appropriate Assessment).
2. Observe and record the procedures of a social interaction skills assessment for one child by a specialist conducting the appraisal.
3. Given an assessment instrument and directions for procedures and recording, observe along side a specialist, and record child's social interactions. Share information with specialist, comparing and contrasting recorded observations.
4. Note specialist's suggestions for improvement in:

    a. understanding interactions observed
    b. observing skills
    c. recording methods and procedures

Competency 1.2:

Demonstrate an understanding of assessing for social interaction skills in setting goals for social growth in young children.

Suggested Activities:

1. Research and study a social interaction assessment instrument. Share information in its usefulness and appropriateness for young children.

2. In a classroom setting, observe and record the interactions of preschool age children; attempt to apply what has been learned about social interaction skills assessment to the observation of a general population in an unstructured environment.

References:

Odom, Samuel. "Assessment," The Integrated Preschool Curriculum. pp 185-211.

Field, Tiffany, Ed. Friendships In Normal And Handicapped Children.

COURSE: Advanced Guidance Strategies

Unit 2: Collaboration with Transdisciplinary Teams

Competency 2.1:

Recognize appropriate procedures in admitting children to special education services.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will recognize appropriate procedures in admitting children to special education services, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Identify, in sequence, the steps mandated by law of a child's admission or inadmission to special education services.
2. Describe the purpose of the Admission, Review, and Dismissal Committee (ARD) as outlined in 34 Code of Federal Regulations.
3. Describe parental rights, responsibilities and role in the admission process.

Application:

The Student will:

1. Observe and record the procedures of one child's admission to special education services for the point of diagnostic assessment which includes objectives for social interaction skill/behavioral development.

Competency 2.1:

Recognize appropriate procedures in admitting children to special education services.

Suggested Activities:

1. Invite proponents of the opinion extremes regarding special education services- those who believe that most children who fall outside the norms on the various dimensions should receive special education services, and those who believe that almost all children, regardless of special needs, can be accommodated in the general setting- to discuss their points of view and rationales.

2. Discuss instances of inappropriate admission to special education services with an adult who was misdiagnosed as a child or with a professional who has knowledge of these cases.

3. View and discuss a video on successful assessment and intervention procedures.

References:

Project Enlightenment. Involving Parents In Infant Assessment. video.

Chapel Hill Training and Outreach Project. Non-Discriminatory Testing. video.

Chapel hill Training and Outreach Project. Mandate For Collaboration. video.

COURSE: Advanced Guidance Strategies

Unit 2: Collaboration with Transdisciplinary Teams

Competency 2.2:

Utilize the written specialized education program components for the emotional/social development of a child diagnosed for special education services.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will utilize the written specialized education program components for the emotional/social development of a child diagnosed for special education services, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Summarize the components of the Individualized Family Service Plan (IFSP).
2. Summarize the components of the Individual Education Plan (IEP).
3. Explain the unique qualities of each education plan and each child's needs.
4. Describe the paraprofessional's role and duties in implementing the ISFP and/or IEP.
5. Point out the steps in writing effective instructional objectives for emotional/social development.
6. Identify the components of an effective activity which support the instructional objective.

Competency 2.2:

Utilize the written specialized education program components for the emotional/social development of a child diagnosed for special education services.

Application :

The Student will:

1. Given a sample IEP/ISFP which lists behavioral goals for a child with a disability, (e.g. hearing impairment) write antecedent events (activities) for the targeted behavior.
2. Given a sample IEP which lists social integration skill goals, write activities which reinforce the objective.

Competency 2.2:

Utilize the written specialized education program components for the emotional/social development of a child diagnosed for special education services.

Suggested Activities:	References:
1. Using teacher prepared scenarios, role play a range of disabilities in activities not designed to meet special needs. Discuss how activities could be amended to benefit the child with special needs.	
2. Practice writing antecedent events for target behaviors using hypothetical learning situations prepared by instructor or found in a text.	AGH Associates, Inc. Behavior Management Techniques For The Child With Developmental Disabilities. pp. 35-41.

COURSE: Advanced Guidance Strategies

Unit 2: Collaboration with Transdisciplinary Teams

Competency 2.3:

Collaborate with parents to reach social and emotional growth objectives.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will collaborate with parents to reach social and emotional growth objectives, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Summarize the parents'/guardians' role in the special education service process.
2. Summarize the paraprofessional's role in communication and collaborating with parents to meet their child's educational goals.
3. Discuss barriers to effective collaboration with parents.
4. Discuss ways of building and maintaining communication and cooperation between parents and the center.

Application:

The Student will:

1. Given a case study child, write an action plan for communication and collaboration between the center and the child's family.
2. Implement a communication/collaboration plan, following supervisor's directives.

472

Competency 2.3:

Collaborate with parents to reach social and emotional growth objectives.

Application:

The Student will:

3. Keep a journal of communication with the case study child's parents; self evaluate communication and collaboration interactions. Write suggestions for improvements.

Competency 2.3:

Collaborate with parents to reach social and emotional growth objectives.

Suggested Activities:

1. Given teacher written scenarios, role play a short term action plan for effectively communicating with parents of a child enrolled in the program.

2. Host a panel of parents whose children have ISFPs or IEPs. Discuss and record issues, concerns, needs, and desires regarding communication and collaboration.

3. Invite an expert on "collaborative style" to discuss collaboration as a general method.

References:

Kostelnik, Marjorie. Guiding Children's Social Development. pp 430-457.

Cook, Ruth. "In Partnership With Families," pp 57-101 in Adapting Early Childhood Curricula For Children With Special Needs.

COURSE: Advanced Guidance Strategies

Unit 3: Strategies for Emotional Growth

Competency 3.1:

Display a caring, nurturing attitude toward all children in integrated settings.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will display a caring, nurturing attitude toward all children in integrated settings, achieving 80% mastery on the knowledge test and a satisfactory of higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Identify the values and beliefs of early childhood professionals who possess caring, nurturing attitudes with all children in integrated settings.
2. Define teacher attitudes which work against healthy emotional development in children:
   a. handicappism
   b. prejudice
   c. racism
   d. sexism
   e. stereotyping
3. Identify the outward behaviors of early childhood professionals who possess caring, nurturing attitudes toward children with and without disabilities.

Competency 3.1:

Collaborate with parents to reach social and emotional growth objectives.

Application:

The Student will:

1. Develop a list of qualities needed in a caring, nurturing early childhood professional who works with disabled and non-disabled children.
2. Give examples of how each quality can be expressed/displayed in the integrated setting.
3. Display the qualities listed.
4. Audio or videotape self interacting with children in an integrated setting. Self-evaluate caring, nurturing behaviors for self improvements.

Competency 3.1:

Display a caring, nurturing attitude toward all children in integrated settings.

Suggested Activities:	References:
1. In groups, role play the following: children with a range of disabilities, a caregiver who is caring and nurturing, a caregiver who is "neutral," and a caregiver who displays negative characteristics. Afterwards, discuss the possible impact on children of each type of caregiver.	
2. Role play ways of encouraging children in specific social interactions between them and other children or between child and teacher. Self-evaluate behaviors displayed.	Dinkmeyer, D. The Encouragement Book: Becoming A Positive Person.

COURSE: Advanced Guidance Strategies

Unit 3: Strategies for Emotional Growth

Competency 3.2:

Observe and record children's behavior to track emotional growth.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will observe and record children's behavior to track emotional growth, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Explain the purpose of observing and recording all children's behavior in an integrated setting, on an on-going basis.
2. Explain the purpose of observing and recording children's behavior after diagnosis for special education services.
3. Summarize the necessary components of a thorough recording of observed behavior:
    a. setting
    b. stimulus for activity/behavior
    c. child's reactions
    d. patterns of behavior

Competency 3.2:

Observe and record children's behavior to track emotional growth.

Application:

The Student will:

1. Given a case study child, review her IEP/ISFP and observe and record the child's behavior over a period of time. Note progress and/or regression to educational service plan objectives.
2. Observe and record one child who is in non-disabled over a period of time. Note patterns of behavior. Write suggestions for a plan (interventions, activities) of emotional growth for the child, based on recorded observations. Share information with supervisor.

Competency 3.2:

Observe and record children's behavior to track emotional growth.

Suggested Activities:	References:
1. Given a group of children, prepared activities and materials, observe a group of children (one child at a time) and record interactions, and write comments for adapting activity, peer partnerships, or arrangement of space.	Odom, Samuel, et.al., "Social Integration Activities," The Integrated Preschool, pp 16-45.
2. Read a novel or watch a feature film which includes a depiction of a child's character over a period of time. Identify indications of emotional growth.	Wilder, Laura Ingalls. Little House In The Big Woods. Fried Green Tomatoes. movie.

COURSE: Advanced Guidance Strategies

Unit 3: Strategies for Emotional Growth

Competency 3.3:

Demonstrate effective strategies for developing emotional growth in all children.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will demonstrate effective strategies for developing emotional growth in all children, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Summarize the components of healthy personality development in children (e.g. attachment, Erikson's stages of children psychosocial development).
2. Explain the relationship between the environment and a child's physical and emotional development.
3. Discuss and give examples of strategies which facilitate children's emotional growth in the integrated setting:

   Prevention

   a. limit setting
   b. physical arrangement of room, materials
   c. established routines
   d. restructuring class schedule (after baseline behavior established)

Competency 3.3:

Demonstrate effective strategies for developing emotional growth in all children.

Cognitive:

The Student will:

- e. consistency in rules, consequences, teacher behaviors, attitudes
- f. anti-bias, multi-cultural-sensitive actions

Classroom Management

- a. modeling of desired behaviors
- b. use of positive reinforcement (e.g. successive approximations, cueing)
- c. frustration avoidance
- d. encouraging expression of feelings
- e. variety, choices available
- f. ignore behavior (when appropriate)

Intervention Procedures

- a. checking victim (when situation involves one)
- b. using words which voice disapproval of action(s)
- c. pre-planned constructive consequence (e.g. redirection, time-out)

4. Point out and discuss in appropriate, emotionally harmful strategies which should never be used with any children:

   - a. shaming
   - b. isolating
   - c. yelling (except in case of fire)
   - d. threatening
   - e. spanking

5. Summarize the role and responsibilities of the paraprofessional to the lead teacher or supervisor:

   - a. implementing team/guidance supervisor recommended guidance strategies
   - b. implementing activities which meet IEP or ISFP objectives.

6. Discuss interpersonal skills needed in collaborating with the lead teacher or supervisor in meeting the goals of individual children.

Competency 3.3:

Demonstrate effective strategies for developing emotional growth in all children.

Application:

The Student will:

1. Given a case study child, demonstrate effective strategies with the child:
    a. Keep a daily journal of interactions with the child.
    b. Self-evaluate strategies used.
    c. Share information with supervisor.
    d. Note supervisor suggestions and implement follow-up strategies.
2. Given dimensions and measurements, design an environment for an integrated setting which fosters healthy emotional development in individual children enrolled.

Competency 3.3:

Demonstrate effective strategies for developing emotional growth in all children.

Suggested Activities:

1. Observe children and their environment in a local child care setting. Record posted rules, and observe how the rules are enforced. Note logical/illogical consequences used. Discuss with supervisor.

2. After reading professional material and observing children in a child care setting, write a list of appropriate rules for a specific age range of children, applicable to the inclusive setting.

3. Develop a list of toys and materials which foster social interaction skills and self-esteem in individual children. Justify choices made.

4. In small groups, role play sequential steps to take in a non-compliance situation.

5. Invite a child therapist to discuss the effects of emotional abuse and neglect.

6. Invite a representative of Parents Anonymous to discuss his/her history of emotionally abusing/neglecting a child.

7. Bring examples to class from popular fiction, television, or films of supports to emotional growth.

References:

Cook, Ruth. "Promoting Social And Emotional Development," pp. 215-264 in Adapting Early Childhood Curricula For Children With Special Needs.

Kostelnik, Marjorie. Guiding Children's Social Development, pp 218-235.

COURSE: Advanced Guidance Strategies

Unit 3: Strategies for Emotional Growth

Competency 3.4:

Utilize prescribed strategies to foster development in children who have specifically diagnosed behavioral/emotional disorders.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will utilize prescribed strategies to foster development in children who have specifically diagnosed behavioral/emotional disorders, achieving 80% mastery on the knowledge test and satisfactory or higher on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Summarize the differences between normal behavioral patterns and problem behavioral development.
2. Summarize the types of behavioral or emotional disorders a child may have.
3. Correlate types of behavioral disorders with recommended special education classroom implications and strategies:
    a. infantile autism
    b. childhood schizophrenia
    c. child abuse/neglect
    d. child sexual abuse

Competency 3.4:

Utilize prescribed strategies to foster development in children who have specifically diagnosed behavioral/emotional disorders.

Cognitive:

The Student will:

4. Summarize the paraprofessional's role in working with a child diagnosed with an emotional/behavioral disorder.
5. Summarize the paraprofessional's role in working with w transdisciplinary team for a child diagnosed with an emotional or behavioral disorder.

Application:

The Student will:

1. Given a case study child a diagnosed emotional or behavioral disorder, write teacher strategies which reinforce an objective in the ISFP or IEP.
2. Implement teacher strategies with the case study child which reinforces an IEP/ISFP objective.
3. Evaluate the implemented strategies.

Competency 3.4:

Utilize prescribed strategies to foster development in children who have specifically diagnosed behavioral/emotional disorders.

Suggested Activities:

1. Read about and report on a child with a specific emotional or behavioral need or disability. Discuss techniques applicable to the inclusive child care setting.

2. View and discuss video programs on children with emotional disabilities. Record and discuss suggestions which are applicable to the inclusive child care setting.

3. Invite a child care worker from a residential treatment center to discuss strategies used in the care of severely disturbed children. Discuss how the basic principles underlying these strategies may be useful in the care of integrated children and non- disturbed children.

References:

Axline, Virginia. Dibs: In Search Of Self.

Copeland, James. For The Love of Ann.

Park, Clara. The Siege: The First Eight Years Of An Autistic Child.

Wexler, Susan. The Story of Sandy.

Wilson, Louise. This Stranger My Son: A Mother's Story.

Variety Preschoolers Workshop. A Time For Georgia. video.

Research Press. Bringing Out The Best. video.

Meyer Rehabilitation Institute. Learning Through Play. video.

Maine Association For Infant Mental Health. The Awakening And Growth Of The Human Infant: Studies In Infant Mental Health. video.

COURSE: Advanced Guidance Strategies

Unit 3: Strategies for Emotional Growth

Competency 3.5:

Implement curriculum activities which foster healthy emotional growth in children.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will implement curriculum activities which foster healthy emotional growth in children, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Describe the components in the cycle of learning:
    a. awareness
    b. exploration
    c. inquiry
    d. utilization

Competency 3.5:

Implement curriculum activities which foster healthy emotional growth in children.

Cognitive:

The Student will:

1. Locate, collect, and/or record activities which allow all enrolled children to profit from the experience (e.g. select activities which include all children's location on cycle).
2. Evaluate the activities for small group, large group effectiveness; improvement of self esteem in individual children.
3. Select one activity to implement with a specific group of children. Using classmates as children, role play the activity to include teacher comments, strategies.
4. Evaluate the activity for use in center.
5. Rewrite activity for implementation in center, write procedures to use including necessary adaptations with individual children.
6. Obtain supervisor's approval to use activity.
7. Implement planned activity.
8. Self-evaluate implemented activity.

Competency 3.5:

Implement curriculum activities which foster healthy emotional growth in children.

Suggested Activities:

1. Implement several professionally validated self-esteem classroom activities with children in a center setting. Evaluate activities for future use and extended follow up use.

2. Write five activity cards which foster self esteem in children enrolled in an integrated setting. Implement the activities under the supervision of a supervisor.

References:

Deiner, Penny Low. Resources For Teaching Children With Diverse Abilities. pp 512-515, 563,565.

COURSE: Advanced Guidance Strategies

Unit 4: Strategies for Special Growth

Competency 4.1:

Display qualities which facilitate friendship among children with disabilities and children without disabilities.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will display qualities which facilitate friendship among children with disabilities and children without disabilities, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Identify the values and beliefs of early childhood professionals who facilitate friendships.
2. Define teacher attitudes which work against social integration and friendships:
    - a. handicappism
    - b. prejudice
    - c. racism
    - d. sexism
    - e. stereotyping

3. Identify the behaviors of early childhood professionals who are successful at facilitating friendships between children who are disabled and those who are not disabled.

Competency 4.1:

Display qualities which facilitate friendship among children with disabilities and children without disabilities.

Application:

The Student will:

1. Develop a list of qualities needed in an early childhood professional who successfully facilitates friendships and social integration of children with disabilities and children without disabilities.
2. In small groups, role play the identified qualities.
3. Display the qualities and behaviors for successful facilitation of social integration in the integrated classroom.
4. Audio or videotape self interacting with children; self evaluate for friendship facilitation attitudes.

Competency 4.1:

Display qualities which facilitate friendship among children with disabilities and children without disabilities.

Suggested Activities:

1. Research and report on a study which examines the interaction between children who are disabled and children who are not disabled. Identify teacher behaviors in the friendship facilitation process.

2. Observe a teacher in an integrated center setting. Record behaviors which facilitate friendships between all members of the classroom. Share information with classmates.

References:

Field, Tiffany, Ed. Friendships In Normal And Handicapped Children.

Guralnick, M., Ed. Early Intervention And The Integration of Handicapped And Non-Handicapped Children.

Guralnick, M.J. Child Development, vol. 48, pp 254-250.

Strain, P.S. The Utilization of Classroom Peers As Behavior Change Agents.

Odom, S. The Integrated Preschool Curriculum.

COURSE: Advanced Guidance Strategies

Unit 4: Strategies for Social Growth

Competency 4.2:

Observe and record children's social interactions to track social growth.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will observe and record children's social interactions to track social growth, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Explain the purpose of observing and recording all children's social interactions in an integrated setting, on an ongoing basis.
2. Explain the purpose of observing and recording children's social interactions after diagnostic assessment for special education services.
3. Summarize the necessary components of a thorough recording of observed social interactions for one child:
    a. setting
    b. approach
    c. verbal and non-verbal language
    d. group membership
    e. patterns of interactions

Competency 4.2:

Observe and record children's social interactions to track social growth.

Application:

The Student will:

1. Given a case study child, review his IEP/ISFP and observe and record the child's interactions over a period of time. Note progress and/or regression to educational service plan objectives.
2. Observe and record one child who is non-disabled over a period of time. Note patterns of interactions. Write suggestions for a plan (interventions, activities) of social growth for the child, based on recorded observations. Share information with supervisor.

Competency 4.2:

Observe and record children's social interactions to track social growth.

Suggested Activities:

1. Working in a dyad and using a valid assessment instrument, record interactions of two children in an integrated setting. Compare and contrast recorded observations with that of partner's observations.

2. Interview a teacher who works in an integrated setting about techniques used for facilitating social interactions and friendship between children with disabilities and children without disabilities.

3. Invite an expert to discuss and illustrate different methods (including hand drawn graphics and computer programs) for recording interactions.

References:

COURSE: Advanced Guidance Strategies

Unit 4: Strategies for Social Growth

Competency 4.3:

Demonstrate technical skills needed for facilitating social integration of children.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will demonstrate skills needed for facilitating social integration of children, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance.

Enabling Objectives:

Cognitive:

The Student will:

1. Cite barriers to social integration of children with disabilities and children without disabilities.
2. Explain the benefits of socially integrating children and facilitating friendship.
3. Explain the relationship between environmental arrangement and social integration/friendships of children in integrated settings.
4. Explain the importance and role of play in facilitating social integration of children.
5. Describe the purpose and appropriate use of one-to-one social development activities and instructions.
6. Describe teacher techniques for implementing friendship support.
7. Evaluate curriculum activities for facilitator of special interaction and friendships between children with disabilities and children without disabilities.

Competency 4.3:

Demonstrate the technical skills needed for facilitating social integration by children.

Application:

The Student will:

Curriculum Activities

1. Locate, collect, and/or record activities which facilitate social interactions and friendships.
2. Evaluate the activities for pair, small groups and large groups effectiveness; improvement in social interactions between children with disabilities and children without disabilities.
3. Select one activity to implement with a specific group of children. Using role play, implement the activity.
4. Evaluate the activity for use in center.
5. Rewrite activity for implementation in center; write procedures to use including necessary adaptations with individual children.
6. Implement planned activity.
7. Self-evaluate implemented activity.

One-to-One Instruction

1. Given a social interaction objective to work on for one child, write a lesson plan, to include tutoring activities, which advances toward the objective. (IEP or ISFP).
2. Establish time frame for achieving steps toward goal.
3. Obtain supervisor approval of the lesson plan activities.
4. Make changes as advised.
5. Implement the activities with the child.
6. Record progress toward the goal.
7. Share outcomes with supervisor; modify activities as advised.
8. Evaluate progress at end of established time period.

Environment

1. Utilizing a self-created environment design (Competency 3.2: Application: 2), evaluate it for social interaction, friendships between children with disabilities and children without disabilities.
2. Write suggestions for improvements, needed changes, if prescribed.

Competency 4.3:

Demonstrate the technical skills needed for facilitating the social integration of children.

Suggested Activities:	References:
1. Research pro-social classroom activities and write five activity cards for each of the following: • Friendship facilitation • One-to-one social development activities Role play one or more of the activities. Make recommendations for use of the activities in a local center setting's daily schedule of activities.	Odom,S. The Integrated Preschool Curriculum. Deiner, Penny Low. Resources For Teaching Children With Diverse Abilities. Kostelnik, et,al., Guiding Children's Social Development. pp 416-427.
2. View and discuss a video which illustrates facilitation of social integration in inclusive settings.	Fanlight Productions. In The Middle. video. Western Oregon State College. The Rainbow Connection. video. Research Press. Bringing Out The Best. video. Learner Managed Designs. Communication With Preverbal Infants And Young Children. video.
3. Interview a teacher who works in an integrated setting about techniques used for facilitating social interactions and friendship between children with disabilities and children without disabilities.	
4. Using a model, either commercially available or constructed by students, explain physical plant designs which facilitate social integration of children.	

COURSE: Advanced Guidance Strategies

Unit 5: Professionalism

Competency 5.1:

Apply professional ethics and responsibility in the integrated setting.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will apply professional ethics and responsibility in the integrated setting, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Explain the intent of the national Association for the Education of Young Children's Code of Ethical Conduct as it pertains to children and their families in the integrated setting.
2. Explain situational ethics and give examples of when it is appropriate to apply them.
3. Describe behaviors and actions needed while using an ethical code of conduct in the workplace.

Application:

The Student will:

1. Using role play, apply an ethical code of conduct in situations that occur in the integrated setting.

Competency 5.1:

Apply professional ethics and responsibility in the integrated setting.

Suggested Activities:

1. Given teacher prepared scenarios, role play ethical and appropriate responses in situations involving:

   - Confidentiality
   - Discriminatory remarks
   - Disagreement between transdisciplinary team members

References:

National Association For The Education Of Young Children. "Code of Ethical Conduct," Young Children.

COURSE: Advanced Guidance Strategies

Unit 5.2: Professionalism

Competency 5.2:

Demonstrate initiative in increasing knowledge of professional responsibilities.

Terminal Performance Objective:

Demonstrate initiative in increasing knowledge of professional responsibilities, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Explain the purpose of keeping current and expanding knowledge in early childhood special and guidance education.
2. List the qualities needed for acquiring information in the workplace and beyond its doors.
3. Describe critical thinking skills needed for evaluating information.
4. Give examples of interpersonal skills needed to learn in the workplace:
    a. active listening
    b. giving feedback
    c. recurring feedback
    d. collaborative learning among employees
    e. using others as resources

Competency 5.2:

Demonstrate an understanding of skills needed for facilitating social integration by children.

Application:

The Student will:

1. Complete a prepared professional development assessment (e.g. The Attitudinal Listening Profile System AIPS):
    a. From the results, develop a goal or goals to achieve for professional development.
    b. Complete steps for advancing toward the goal.
2. Keep a diary of situations in which initiative was taken to learn new information (e.g. conference, library, talking with supervisor or colleague). Share information with supervisor.

Competency 5.2:

Demonstrate initiative in increasing knowledge of professional responsibilities.

Suggested Activities:

1. Host a panel of professionals involved in a variety of early childhood special education, inclusion, and/or guidance organizations. Record information on conference/workshop dates and topics and educational opportunities. Follow up with attendance at one activity, conference or workshop. Share information with class.

2. Invite an expert to discuss the aplicability of a personal and/or professional development plan to the early childhood professional.

References:

Attitudinal Listening Profile System.

Cohen, Allan. Influence Without Authority.

Covey, Stephen. The Seven Habits of Highly Effective People.

ADVANCED GUIDANCE STRATEGIES

STUDENT COMPETENCY PROFILE

DIRECTIONS: Indicate the appropriate number to evaluate the degree of competency on a scale of 1 to 4:

RATING SCALE:

1 - **Clearly Outstanding** The student shows exceptional knowledge and/or performs the task skillfully with no instructional support or supervision.

2 - **Satisfactory** The student shows adequate knowledge or performs the task adequately with limited instructional support or supervision.

3 - **Needs Improvement** The student shows minimal knowledge and/or has difficulty performing the task independently and needs close instructional support or supervision.

4 - **No Exposure or Experience in this Area**

ADVANCED GUIDANCE STRATEGIES

1.1 Demonstrate an understanding of behavioral assessment in setting goals for emotional growth in young children.						
Cognitive	1	2	3	4	5	6
1. Identify the appropriate purposes for assessing infant and young children's behavior.						
2. Identify inappropriate purposes for conducting behavioral assessments.						
3. Define and give examples of *Behavioral State Organization.*						
4. Identify and explain the variables that influence behavior and development in children:						
a. newborn						
b. infants						
c. toddlers						
d. pre-school						
5. Describe the characteristics of appropriate behavioral assessment instruments.						
6. Explain the reasons for actively including parents/guardians in the behavioral assessment process.						

ADVANCED GUIDANCE STRATEGIES

1.1 Demonstrate an understanding of behavioral assessment in setting goals for emotional growth in young children.						
Cognitive	1	2	3	4	5	6
7. Describe ways of actively involving parents/guardians in the behavioral assessment process.						
8. Describe the paraprofessional's role and duties in the assessment process:						
a. liaison between center and parents						
b. assistant (e.g. physical, administrative management)						
c. observer/recorder in assessment process.						
9. Summarize the components of effective observing and recording of individual children's behavior.						
Application 1. Evaluate a behavioral assessment instrument using criteria (e.g. National Association For The Education of Young Children Guidelines For Appropriate Assessment).						
2. Observe and record the procedures of behavioral assessment for one child by a specialist conducting the appraisal.						
3. Given an assessment instrument and directions for procedures and recording, observe alongside a specialist, and record child's behaviors. Share information with specialist, comparing and contrasting recorded observations.						

ADVANCED GUIDANCE STRATEGIES

1.1 Demonstrate an understanding of assessing for social interaction skills in setting goals for social growth in young children.

Application	1	2	3	4	5	6
4. Note specialist's suggestions for improvement:						
a. understanding of behaviors observed.						
b. observing skills.						
c. recording methods and procedures.						

ADVANCED GUIDANCE STRATEGIES

1.2 Demonstrate an understanding of assessing for social interaction skills in setting goals for social growth in young children.

Cognitive	1	2	3	4	5	6
1. Distinguish between appropriate and inappropriate purposes of assessing young children's social interaction skills.						
2. Identify and describe the variables that influence the social development process in children.						
3. Identify the social development problems specific to children with a range of disabilities.						
4. Describe the characteristics of appropriate social interaction skills assessment instruments.						
5. Explain the reasons for actively including parents/guardians when assessing children's social interaction skills.						
6. Describe ways of actively involving parents/guardians in the social skills assessment process.						

ADVANCED GUIDANCE STRATEGIES

1.2 Demonstrate an understanding of assessing for social interaction skills in setting goals for social growth in young children.

Cognitive	1	2	3	4	5	6
7. Summarize the paraprofessional's role and duties in the assessment process: a. liaison between center and parents						
b. assistant (e.g. physical, administrative management)						
c. observer/recorder in assessment process						
8. Summarize the components of effective observing and recording of children's social interactions.						
Application 1. Evaluate a social interaction skills assessment instrument using established criteria (e.g. National Association for the Education of Young Children Guidelines for Appropriate Assessment).						
2. Observe and record the procedures of a social interaction skills assessment for one child by a specialist conducting the appraisal.						
3. Given an assessment instrument and directions for procedures and recording, observe along side a specialist, and record child's social interactions. Share information with specialist, comparing and contrasting recorded observations.						

ADVANCED GUIDANCE STRATEGIES

1.2 Demonstrate an understanding of assessing for social interaction skills in setting goals for social growth in young children.						
Application 4. Note specialist's suggestions for improvement in:						
a. understanding interactions observed						
b. observing skills						
c. recording methods and procedures						

ADVANCED GUIDANCE STRATEGIES

2.1 Recognize appropriate procedures in admitting children to special education services.						
Cognitive	1	2	3	4	5	6
1. Identify, in sequence, the steps mandated by law of a child's admission or inadmission to special education services.						
2. Describe the purpose of the Admission, Review, and Dismissal Committee (ARD) as outlined in 34 Code of Federal Regulations.						
3. Describe the parents' rights, responsibilities and role in the admission process.						
Application 1. Observe and record the procedures of one child's admission to special education services from the point of diagnostic assessment which includes objectives for social interaction skill/behavioral development.						

ADVANCED GUIDANCE STRATEGIES

2.2 Utilize the written specialized education program components for the emotional/social development of a child diagnosed for special education services.

Cognitive	1	2	3	4	5	6
1. Summarize the components of the individualized Family Service Plan (IFSP).						
2. Summarize the components of the Individual Education Plan (IEP).						
3. Explain the unique qualities of each education plan and each child's needs.						
4. Describe the paraprofessional's role and duties in implementing the ISFP and/or IEP.						
5. Point out the steps in writing effective instructional objectives for emotional/social development.						
6. Identify the components of an effective activity which supports the instructional objective.						
Application 1. Given a sample IEP/ISFP which lists behavioral goals for a child with a disability, (e.g. hearing impairment) write activities which reinforce the objective.						
2. Given a sample IEP which lists social integration skill goals, write activities which reinforce the objective.						

ADVANCED GUIDANCE STRATEGIES

2.3 Collaborate with parents to reach social and emotional growth objectives.						
Cognitive	1	2	3	4	5	6
1. Summarize the parents'/guardians' role in the special education service process.						
2. Summarize the paraprofessional's role in communicating and collaborating with parents to meet their child's educational goals.						
3. Discuss barriers to effective collaboration with parents.						
4. Discuss ways of building and maintaining communication and cooperation between parents and the center.						
Application 1. Given a case study child, write an action plan for communication and collaboration between the center and the child's family.						
2. Implement a communication/collaboration plan, following supervisor's directives.						
3. Keep a journal of communication with the case study child's parents; self-evaluate communication and collaboration interactions. Write suggestions for improvement.						

ADVANCED GUIDANCE STRATEGIES

3.1	Display a caring, nurturing attitude toward all children in integrated settings.						
Cognitive		1	2	3	4	5	6
1.	Identify the values and beliefs of early childhood professionals who possess caring, nurturing attitudes with all children in integrated settings.						
2.	Define teacher attitudes which work against healthy emotional development in children:						
	a. handicappism						
	b. prejudice						
	c. racism						
	d. sexism						
	e. stereotyping						
3.	Identify the outward behaviors of early childhood professionals who possess caring, nurturing attitudes toward children with and without disabilities.						
Application 1.	Develop a list of qualities needed in a caring, nurturing early childhood professional who works with disabled and non-disabled children.						
2.	Give examples of how each quality can be expressed/displayed in the integrated setting.						

ADVANCED GUIDANCE STRATEGIES

3.1 Display a caring nurturing attitude toward all children in integrated settings.						
Application	1	2	3	4	5	6
3. Display the qualities listed.						
4. Audio or videotape self interacting with children in an integrated setting. Self-evaluate caring, nurturing behaviors displayed. Write a plan for self-improvement.						

ADVANCED GUIDANCE STRATEGIES

3.2 Observe and record children's behavior to track emotional growth.						
Cognitive	1	2	3	4	5	6
1. Explain the purpose of observing and recording all children's behavior in an integrated setting, on an on-going basis.						
2. Explain the purpose of observing and recording children's behavior after diagnosis for special education services.						
3. Summarize the necessary components of a thorough recording of observed behavior:						
a. setting						
b. stimulus for activity/behavior						
c. child's reactions						
d. patterns of behavior						

3.2 Observe and record children's behavior to track emotional growth.						
Application	1	2	3	4	5	6
1. Given a case study child, review her IEP/ISFP and observe and record the child's behavior over a period of time. Note progress and/or regression to educational service plan objectives.						
2. Observe and record one child who is non-disabled over a period of time. Note patterns of behavior. Write suggestions for a plan (interventions, activities) of emotional growth for the child, based on recorded observations. Share information with supervisor.						

ADVANCED GUIDANCE STRATEGIES

3.3 Demonstrate effective strategies for developing emotional growth in all children.						
Cognitive	1	2	3	4	5	6
1. Summarize the components of healthy personality development in children (e.g. attachment, Erikson's stages of children's psychosocial development).						
2. Explain the relationship between the environment and a child's physical and emotional development.						
3. Discuss and give examples of strategies which facilitate children's emotional growth in the integrated setting:						
Prevention a. limit setting						
b. physical arrangement of room, materials						
c. established routines						
d. restructuring class schedule (after baseline behavior established)						
e. consistency in rules, consequences, teacher behaviors, attitudes						
f. anti-bias, multi-cultural-sensitive actions						

ADVANCED GUIDANCE STRATEGIES

3.3 Demonstrate effective strategies for developing emotional growth in all children.						
Cognitive	1	2	3	4	5	6
Classroom Management a. modeling of desired behaviors						
b. use of positive reinforcement (e.g. successive approximations, cueing)						
c. frustration avoidance						
d. encouraging expression of feelings						
e. variety, choices available						
f. ignore behavior (when appropriate)						
Intervention Procedures a. checking victim (when situation involves one)						
b. using words which voice disapproval of action(s)						
c. pre-planned constructive consequence (e.g. redirection, time-out)						

ADVANCED GUIDANCE STRATEGIES

3.3 Demonstrate effective strategies for developing emotional growth in all children.						
Cognitive	n.	2	3	4	5	6
4. Point out and discuss inappropriate, emotionally harmful strategies which should never be used with any children: a. shaming						
b. isolating						
c. yelling (except in case of fire)						
d. threatening						
e. spanking						
5. Summarize the role and responsibilities of the paraprofessional to the lead teacher or supervisor: a. implementing team/supervisor recommended guidance strategies.						
b. implementing activities which meet IEP or ISFP objectives.						
6. Discuss interpersonal skills needed in collaborating with the lead teacher or supervisor in meeting the goals of individual children.						

ADVANCED GUIDANCE STRATEGIES

3.3 Demonstrate effective strategies for developing emotional growth in all children.						
Application	1	2	3	4	5	6
1. Given a case study child, demonstrate effective strategies with the child: a. Keep a daily journal of interactions with the child.						
b. Self-evaluate strategies used.						
c. Share information with supervisor.						
d. Note supervisor suggestions and implement follow-up strategies.						
2. Given dimensions and measurements, design an environment for an integrated setting which fosters healthy emotional development in individual children enrolled.						

ADVANCED GUIDANCE STRATEGIES

3.4 Utilize prescribed strategies to foster development in children who have specifically diagnosed behavioral/emotional disorders.

Cognitive	1	2	3	4	5	6
1. Summarize the differences between normal behavioral patterns and problem behavioral development.						
2. Summarize the types of behavioral or emotional disorders a child may have.						
3. Correlate types of behavioral disorders with recommended special education classroom implications and strategies:						
a. infantile autism						
b. childhood schizophrenia						
c. child abuse/neglect						
d. child sexual abuse						
4. Summarize the paraprofessional's role in working with a child diagnosed with an emotional/behavioral disorder.						
5. Summarize the paraprofessional's role in working with a transdisciplinary team for a child diagnosed with an emotional or behavioral disorder.						

ADVANCED GUIDANCE STRATEGIES

3.4 Utilize prescribed strategies to foster development in children who have specifically diagnosed behavioral/emotional disorders.

Application	1	2	3	4	5	6
1. Given a case study child a diagnosed emotional or behavioral disorder, write a teacher strategies which reinforce an objective in the ISFP of IEP.						
2. Implement teacher strategies with the case study child which reinforces an IEP/ISFP objective.						
3. Evaluate the implemented strategies.						

ADVANCED GUIDANCE STRATEGIES

3.5 Implement curriculum activities which foster healthy emotional growth in children.						
Cognitive	1	2	3	4	5	6
1. Describe the components in the cycle of learning: a. awareness						
b. exploration						
c. inquiry						
d. utilization						
2. Identify the criteria for selecting activities which foster self-esteem in individual children.						
Application 1. Locate, collect, and/or record activities which allow all enrolled children to profit from the experience (e.g. select activities which include all children's location on cycle).						
2. Evaluate the activities for small group, large group effectiveness and improvement of self esteem in individual children.						
3. Select one activity to implement with a specific group of children. Using classmates as children, role play the activity to include teacher comments, strategies.						

ADVANCED GUIDANCE STRATEGIES

3.5	Implement curriculum activities which foster healthy emotional growth in children.						
4.	Evaluate the activity for use in center.						
5.	Rewrite activity for implementation in center; write procedures to use including necessary adaptations with individual children.						
6.	Obtain supervisor's approval to use activity.						
7.	Implement planned activity.						
8.	Self-evaluate implemented activity.						

ADVANCED GUIDANCE STRATEGIES

4.1 Display qualities which facilitate friendship among children with disabilities and children without disabilities.						
Cognitive	1	2	3	4	5	6
1. Identify the values and beliefs of early childhood professionals who facilitate friendships.						
2. Define teacher attitudes which work against social integration and friendships: a. handicappism						
b. prejudice						
c. racism						
d. sexism						
e. stereotyping						
3. Identify the behaviors of early childhood professionals who are successful at facilitating friendships between children who are disabled and those who are not disabled.						
Application 1. Develop a list of qualities needed in an early childhood professional who successfully facilitates friendships and social integration of children with disabilities and children without disabilities.						

ADVANCED GUIDANCE STRATEGIES

4.1	Display qualities which facilitate friendships among children with disabilities and children without disabilities.						
Application		1	2	3	4	5	6
2.	In small groups, role play the identified qualities.						
3.	Display the qualities and behaviors for successful facilitation of social integration in the integrated classroom.						
4.	Audio or videotape self interacting with children; self evaluate for friendship facilitation attitudes.						

ADVANCED GUIDANCE STRATEGIES

4.2 Observe and record children's social interactions to track social growth.						
Cognitive	1	2	3	4	5	6
1. Explain the purpose of observing and recording all children's social interactions in an integrated setting, on an ongoing basis.						
2. Explain the purpose of observing and recording children's social interactions after diagnostic assessment for special education services.						
3. Summarize the necessary components of a thorough recording of observed social interactions for one child: a. setting						
b. approach						
c. verbal and non-verbal language						
d. group membership						
e. patterns of interactions						
Application 1. Given a case study child, review his IEP/ISFP and observe and record the child's interactions over a period of time. Note progress and/or regression to educational service plan objectives.						
2. Observe and record one child who is non-disabled over a period of time. Note patterns of interactions. Write suggestions for a plan (interventions, activities) of social growth for the child, based on recorded observations. Share information with supervisor.						

ADVANCED GUIDANCE STRATEGIES

4.3 Demonstrate an understanding of skills needed for facilitating social integration of children.						
Cognitive	1	2	3	4	5	6
1. Cite barriers to social integration of children with disabilities and children without disabilities.						
2. Explain the benefits of socially integrating children and facilitating friendship.						
3. Explain the relationship between environmental arrangement and social integration/friendships of children in integrated settings.						
4. Explain the importance and role of play in facilitating social integration of children.						
5. Describe the purpose and appropriate use of one-to-one social development activities and instructions.						
6. Describe teacher techniques for implementing friendship support.						
7. Evaluate curriculum activities for facilitation of social interaction and friendships between children with disabilities and children without disabilities.						

ADVANCED GUIDANCE STRATEGIES

4.3 Demonstrate an understanding of skills needed for facilitating social integration of children.						
Application	1	2	3	4	5	6
Curriculum Activities 1. Locate, collect, and/or record activities which facilitate social interactions and friendships.						
2. Evaluate the activities for pair, small group and large group effectiveness, improvement in social interactions between children with disabilities and children without disabilities.						
3. Select one activity to implement with a specific group of children. Using role play, implement the activity.						
4. Evaluate the activity for use in center.						
5. Rewrite activity for implementation in center; write procedures to use including necessary adaptations with individual children.						
6. Implement planned activity.						
7. Self-evaluate implemented activity.						
One-to-One Instruction 1. Given a social interaction objective to work on for one child, write a lesson plan, to include tutoring activities, which advances toward the objective. (IEP or ISFP).						
2. Establish time frame for achieving steps toward goal.						
3. Obtain supervisor approval of the lesson plan activities.						

ADVANCED GUIDANCE STRATEGIES

4.3 Demonstrate an understanding of skills needed for facilitating social integration by children.

Application	1	2	3	4	5	6
One-to-One Instruction 4. Make changes as advised.						
5. Implement the activities with the child.						
6. Record progress toward the goal.						
7. Share outcomes with supervisor; modify activities as advised.						
8. Evaluate progress at end of established time period.						
Environment 1. Utilizing a self-created environment design (Competency 3.3: Application: 2), evaluate it for social interaction, friendships between children with disabilities and children without disabilities.						
2. Write suggestions for improvements, needed changes, if prescribed.						

ADVANCED GUIDANCE STRATEGIES

5.1 Apply professional ethics and responsibility in the integrated setting.						
Cognitive	1	2	3	4	5	6
1. Explain the intent of the National Association for the Education of Young Children's Code of Ethical Conduct as it pertains to children and their families in the integrated setting.						
2. Explain situational ethics and give examples of when it is appropriate to apply them.						
3. Describe behaviors and actions needed while using an ethical code of conduct in the workplace.						
Application 1. Using role play, apply an ethical code of conduct in situations that occur in the integrated setting.						

ADVANCED GUIDANCE STRATEGIES

5.2 Demonstrate initiative in increasing knowledge of professional responsibilities.						
Cognitive	1	2	3	4	5	6
1. Explain the purpose of keeping current and expanding knowledge in early childhood special and guidance education.						
2. List the qualities needed for acquiring information in the workplace and beyond its doors.						
3. Describe critical thinking skills needed for evaluating information.						
4. Give examples of interpersonal skills needed to learn in the workplace: a. active listening						
b. giving feedback						
c. receiving feedback						
d. collaborative learning among employees						
e. using others as resources						
Application 1. Complete a prepared professional development assessment (e.g. The Attitudinal Listening Profile System-AIPS) a. From the results, develop a goal or goals to achieve for professional development.						

ADVANCED GUIDANCE STRATEGIES

5.2 Demonstrate initiative in increasing knowledge of professional responsibilities.						
Application	1	2	3	4	5	6
b. Complete steps for advancing toward the goal.						
2. Keep a diary of situations in which initiative was taken to learn new information (e.g. conference, library, talking with supervisor or colleague). Share information with supervisor.						

School-Age Child-Care Courses

EARLY CHILDHOOD PROFESSIONS

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Recreational Activities For The School-Age Child

Course Description: This course explores the theoretical and developmental basis for recreational games and activities as a means of facilitating children's education and development. Facilitation skills, teaching techniques and methods, and discernment of age appropriate games for children's physical and cognitive development is featured; includes training in building children's cooperative and teamwork skills; identifies ways of fostering a healthy attitude toward competition, and examines ways to identify and use resources in the community.

Course Credit: 3 (2 lec/2 lab)

Sequence of Competencies by Learning Unit:

1.1 Demonstrate an understanding of the history of group recreational activities in the lives of school-age children.

1.2 Explain the purposes of including appropriate recreational activities in the lives of school-age children.

2.1 Demonstrate an understanding of the developmental characteristics of school-age children.

2.2 Explain the factors which affect the school-age child.

3.1 Demonstrate an understanding of indoor/outdoor safety and health practices in school-age programs.

4.1 Recognize a variety of age appropriate games and recreational activities for school-age children.

4.2 Demonstrate an understanding of adaptations needed for the school-age child with special needs when planning recreational activities.

4.3 Summarize the environmental requirements needed for school-age recreational activities.

5.1 Implement developmentally appropriate recreational activities at the school age program.

6.1 Demonstrate an understanding of effective behaviors to use with school-age children.

Recreational Activities For The School-Age Child

6.2 Demonstrate an understanding of staff teamwork skills needed when implementing recreational activities for school-age children.

7.1 Explain the rationale for evaluating recreational activities in the school-age program.

7.2 Demonstrate skills needed to evaluate recreational activities in the school-age program.

COURSE: Recreational Activities For the School-Age Child

Unit 1: Rationale For Recreational Activities

Competency 1.1:

Demonstrate an understanding of the history of group recreational activities in the lives of school-age children.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will demonstrate an understanding of the history of group recreational activities in the lives of school age children, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Define recreational activity.
2. Identify the beginning and growth of recreational activities for school-age children in the United States.
3. Explain how and why recreational activities for school-age children emerged in America.
4. Describe the status of recreational activities in the lives of school-age children today.
5. Describe the importance and benefits of recreational activities in the school-age program.

Competency 1.1:

Demonstrate an understanding of the history of group recreational activities in the lives of school-age children.

Application:

The Student will:

1. Conduct a survey of one neighborhood to determine the status of group/individual recreational activities among school-age children (frequency, types of activities). Compare and contrast children's recreational activities of today with those of earlier times.

Competency 1.1:

Demonstrate an understanding of the history of group recreational activities in the lives of school-age children.

Suggested Activities :	References:
1. Host a panel of professionals who work with children (social workers, parks and recreation specialist, child care provider, counselors, parents) to talk about recreational activities in the lives of school age children today.	
2. Research and write a paper on the play/recreation in children's lives, past and present.	Frost, Joe. Play And Playscapes, pp.1-49.

COURSE: Recreational Activities For the School-Age Child

Unit 1: Rationale For Recreational Activities

Competency 1.2:

Explain the purposes of including appropriate recreational activities in the lives of school-age children.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will explain the purposes of including appropriate recreational activities in lives of school age children, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Summarize developmental goals for school-age children:

    1a. autonomy
    1b. ability to decenter; coordinate different points of view
    1c. alertness
    1d. curiosity
    1e. confidence
    1f. critical thinking
    1g. problem solving
    1h. initiative

COURSE: Recreational Activities For the School-Age Child

Unit 1: Rationale For Recreational Activities

Competency 1.2:

Explain the purposes of including appropriate recreational activities in the lives of school-age children.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will explain the purposes of including appropriate recreational activities in the lives of school age children, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Summarize developmental goals for school-age children:

    1a. autonomy
    1b. ability to decenter; coordinate different points of view
    1c. alertness
    1d. curiosity
    1e. confidence
    1f. critical thinking
    1g. problem solving
    1h. initiative

Competency 1.2:

Explain the purposes of including appropriate recreational activities in the lives of school-age children.

Cognitive:

2. Identify and describe types of recreational activities which meet developmental goals for school-age children:

    1a. aiming games
    1b. races
    1c. chasing games
    1d. hiding games
    1e. guessing games

3. Explain how appropriate recreational activities help meet developmental goals.
4. Evaluate the role of competition in our society, and implications for its misuse in the after-school program.
5. List the benefits of non-competitive team building activities in the school-age program.
6. Describe safety factors to consider when choosing after school activities (e.g. The risk of Hide and Seek in some environments).

Application:

The Student will:

1. Collect a plan of recreational activities used at a school-age program and evaluate it for meeting the developmental goals of children.
2. Observe children involved in a recreational activity at a school-age program, and record instances of developmental goals being included.
3. Develop a list of safety questions to use when considering games and activities for use in the school-age program.

Competency 1.2:

Explain the purposes of including recreational activities in the lives of school-age children.

Suggested Activities :

1. From a teacher prepared videotape of different age ranges of school-age children playing games, observe and examine the games for feasibility in the school-age program.

2. Take a walking tour of a facility and neighborhood where a school-age program is located. Make a list of recommendations for games and activities which may not be suitable because of safety factors. List reasons for excluding each game named (e.g. Hide and Seek-danger of child getting lost in large facility).

3. Take a poll from children (delineate age ranges to games) of their favorite games. Make a schedule of the most popular games for inclusion at a school-age program.

References:

Kamii, Constance. Group Games In Early Childhood Education. pp 255-256.

Frost, Joe. Play And Playscapes. pp. 191-249.

COURSE: Recreational Activities For the School-Age Child

Unit 2: Characteristics of School-Age Child

Competency 2.1:

Demonstrate an understanding of the developmental characteristics of school-age children.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the learner will demonstrate an understanding of the characteristics of school-age children, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Summarize major theorists' views on the characteristics of school-age children.
2. Point out common developmental characteristics of school-age children during:

1a.	transition years	5-7
1b.	middle years	8-10
1c.	pre-adolescence	10-12

3. Relate the age-specific characteristics of school-age children to their needs.
4. Relate the age-specific characteristics and needs of school-age children to appropriate recreational activities.

Competency 2.1:

Demonstrate an understanding of the developmental characteristics of school-age children.

Application:

The Student will:

1. Observe and record the physical, cognitive, emotional, and social development of three children, one from each school-age stage, over a six week period.
2. Compare and contrast each observed child's development with normative characteristics of a same age child.

Competency 2.1:

Demonstrate an understanding of the developmental characteristics of school-age children.

Suggested Activities :

1. View and discuss a film on growth and development of children during the middle years of childhood.

2. Separately interview three children who are the same age on characteristics, interests, family structure, friendships and use of leisure time. Write a brief paper comparing and contrasting the three children. Explain how a school-age recreational program could be set up to meet all three children's interests and developmental needs.

3. Observe the level of cognitive development in two school-age children, one age 6, the other age 11: Put two identical glasses on the table and fill them with 4 oz. of water as each child watches. Ask: Do these two glasses contain the same amount of water? Record responses. Next, pour the water from one glass into a bowl beside the filled glass. Ask: Now, do this bowl and glass contain the same amount of water? If the child says no, have her point to the glass which holds more. Record responses. Pour water from the bowl back into the glass and ask if the glasses now have the same amount. If the child says no, ask which has more.

References:

Insight Media. Physical Development In Middle Years. film.

Insight Media. The Child's Personality. film.

National Film Board of Canada. Children, Enfants, Ninos. film.

Straub, Richard. The Developing Person Through Childhood And Adolescence: Instructor's Resource Manual.

COURSE: Recreational Activities For the School-Age Child

Unit 2: Characteristics of School-Age Children

Competency 2.2:

Explain the factors which affect the school-age child:

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will explain the factors which affect the school-age child, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Learner will:

1. Point out common influences on the school-age child's behavior and development.

    1a. family make-up and relationships
    1b. teacher/caregiver behaviors
    1c. peer relationships
    1d. economic/social status
    1e. cultural/ethnic/religious background
    1f. heredity

2. Describe the effects of crisis and/or stressors on the school-age child:

    2a. new sibling
    2b. divorce
    2c. blended family
    2d. death in family

Competency 2.2:

Explain the factors which affect the school-age child:

Cognitive:

3. Describe the effects of maternal employment on the school-age child.

Application:

The Student will:

1. Begin a case study of one school-age child. Observe and record one child's interactions with peers and/or adults:
    - 1a. at play
    - 1b. in class at school
    - 1c. at mealtime
2. Interview a parent of the child and record information on family structure, religion, ethnicity, employment, and mobility.
3. Based on observations and interview, write a recommendation of the child's recreational activity needs.

Competency 2.2:

Explain the factors which affect the school-age child.

Suggested Activities :	References:
1. To gain a better understanding of moral development, interview ministers, priests and rabbis concerned with character development of children. What values are they trying to instill and why? What do they think of young people today compared to earlier generations? Record opinions on how values can be instilled through recreational activities. Evaluate ideas for use in a school-age program.	Straub, Richard. Instructor's Resource Manual: The Developing Person Through Childhood And Adolescence. pp G-22-25.
2. Interview two mothers, one who works outside the home and one who doesn't. Record information on reasons for working/not working, problems encountered by mothers who work/don't work. Based on the interviews write a brief paper discussing issues related to mothers who work and those who don't, and how their choice may affect the behavior of their children.	Edwards, Patricia. "Beyond Parents: Family, Community, and School Involvement," Phi Delta Kappan. May 1992.

COURSE: Recreational Activities For the School-Age Child

Unit 3: Health & Safety

Competency 3.1:

Demonstrate an understanding of indoor/outdoor safety and health practices in school-age programs.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will demonstrate an understanding of indoor/outdoor safety and health practices in school-age programs, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Summarize the staff's responsibilities to each child cared for, as prescribed in the Texas Department of Regulatory and Protective Services Minimum Standards For Day Care Centers.
2. Describe pre-employment and on-the-job procedures and policies needed to ensure that each adult is free from physical and psychological conditions that might adversely affect the school-ager's health.
3. Explain safety and health factors which relate specifically to school-age children (e.g. need for risk taking).
4. Explain the relationship between staff/child ratios and safety.
5. Describe safe arrival and departure procedures and policies needed, to include accountability when a child fails to arrive for program activities.
6. Describe the staff's responsibilities and needed skills in accident prevention and risk management of the school-age child in a variety of recreation situations.
7. Outline procedures to follow in emergencies.
8. List first aid supplies needed for ready availability.

Competency 3.1:

Demonstrate an understanding of indoor/outdoor safety and health practices in school-age programs.

Cognitive:

9. Distinguish between safe and unsafe recreational equipment and materials.
10. Describe procedures for reporting suspected incidents of suspected child abuse and/or neglect.
11. Identify and describe safety precautions to consider when choosing activities for a given environment.

Application:

The Student will:

1. Hold current first aid/child/adult CPR certificates.
2. Using Quality Criteria For School-Age Child Care Programs ("Health And "Safety"), evaluate health and safety practices in use at a local school-age program.

Competency 3.1:

Demonstrate an understanding of indoor/outdoor safety and health practices in school-age programs.

Suggested Activities :	References:
1. Interview a site director of a school-age program about safety and emergency policies and procedures, first aid supplies, and accident prevention guidelines. Share information with classmates.	
2. In small groups, compile information from site director interviews, Texas Department of Protective And Regulatory Services Minimum Standards For Day Care Centers and the Red Cross First Aid handbook, and write a safety handbook for a local school-age program.	Texas Department of Protective And Regulatory Services. Minimum Standards For Day Care Centers. American Red Cross. Red Cross First Aid Handbook.
3. Research and write a report on guidelines for playground safety.	Frost, Joe. "Sources: Standards/Guidelines For Playground Safety," page 344, and "The Nature and Prevention of Playground Injuries," pp. 211- 250 in Play and Playscapes.
4. Using a checklist which evaluates for safety, inspect a playground site used by school-age program children. Write a paper or give a talk about the playground, including staff monitoring needed, precautions to use, and equipment repairs/ replacements needed.	Frost, Joe. "Maintenance Checklist," page 348, "Play Leadership: The Role Of Adults In Children's play," pp 323-342, "The Nature And Prevention of Playground Injuries," pp. 211-249 in Play And Playscapes.

COURSE: Recreational Activities For the School-Age Child

Unit 4: Planning

Competency 4.1:

Recognize a variety of age appropriate games and recreational activities for school-age children.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will recognize a variety of age appropriate games and recreational activities for school-age children, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Distinguish the characteristics of age appropriate games and recreational activities for specific ages and stages:

1a.	transition years	5-7
1b.	middle years	8-10
1c.	pre-adolescence	10-12

2. *By category, identify appropriate games that meet developmental goals of children; for each describe: a. targeted age (s) b. procedures/variations c. objectives d. child's role e. adult's role

*Listed games are not intended to be exclusive.

Competency 4.1:

Recognize a variety of age appropriate games and recreational activities for school-age children.

Cognitive:

Aiming games

2a. drop the clothespin
2b. chair ring toss
2c. dodge ball
2d. bowling
2e. marbles

Races

2a. spoon race
2b. wheelbarrow race
2c. three-legged race
2d. musical chairs

Chasing Games

2a. tag
2b. drop the handkerchief
2c. cat and mouse

Hiding Games

2a. hide and seek
2b. button, button

Guessing Games

2a. mystery bag
2b. charades

Verbal Command Games

2a. Simon says
2b. giant steps

Competency 4.1:

Recognize a variety of age appropriate games and recreational activities for school-age children.

Cognitive:

Card Games

2a. slap jack
2b. dominoes
2c. go fish

Board Games

2a. Candyland
2b. tug 'o war
2c. bingo
2d. Chess

3. Identify appropriate games and recreational activities for mixed-age groupings and, for each describe:

   1a. conditions/adaptations of rules/procedures
   1b. objectives
   1c. role of adults
   1d. role of children

Application:

The Student will:

1. With one age range of children (5-7, 8-10) organize and implement a variety of age appropriate games. Justify choice of games with given group of children.
2. Using a prepared evaluation form, solicit children's opinions on games played.
3. From opinions solicited, write recommendations for future use of games chosen with the children.

Competency 4.1:

Recognize a variety of age appropriate games and recreational activities for the school-age child.

Suggested Activities :

1. Participate in a discussion on what constitutes a good group game. Using a text as a reference, agree or disagree on the author's point of view. Be able to defend opinions.

2. Using a variety of commercial resources, participate with classmates in a variety of recreational activities for a variety of age ranges. Evaluate each activity for developmental appropriateness and intended interest.

References:

Orlick, Terry. The Cooperative Sports And Games Book. pp 3-8.

Kamii, Constance. Group Games In Early Education. pp. 1-33.

Texas Department of Human Services. "Chalk On The Sidewalk.," Texas Child Care. pp. 38-42.

Giannoni, J. Card Games For Kids.

Milton Bradley Co. Candyland. board game.

Warren Paper Products. Chinese Checkers. board game.

COURSE: Recreational Activities For the School-Age Child

Unit 4: Planning

Competency 4.2:

Demonstrate an understanding of adaptations needed for the school-age child with special needs when planning recreational activities.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will demonstrate an understanding of adaptations needed for the school-age child with special needs when planning recreational activities, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Explain the benefits of including and integrating children with handicaps in recreational activities.
2. Describe the ways of adapting age appropriate games and recreational activities for children with:

    2a. physical handicaps
    2b. learning handicaps
    2c. hearing/visual handicaps

Competency 4.2:

Demonstrate an understanding of adaptations needed for the school-age child with special needs when planning recreational activities.

Application:

The Student will:

1. Observe an integrated school-age recreational program and record instances of adaptations made for children with special needs.

Competency 4.2:

Demonstrate an understanding of adaptations needed for the school-age child with special needs when planning recreational activities.

Suggested Activities :

1. Research and prepare a written report on adapting age appropriate games and recreational activities for children with special needs. Develop a table of specific activities/adaptations with specific kinds of children with special needs.

2. Invite a local service group who organizes Special Olympics events for children with special needs. Discuss goals, training, and coaching techniques utilized. Brainstorm ways of incorporating objectives of Special Olympics program into an integrated school-age program.

References:

Fink. Dale. School-Age Children With Special Needs- What Do They Do When When School Is Out?

Deiner, Penney. "Teaching Strategies: Sensory Motor- Large Motor, Sensory Motor Integration, Small Motor," Resources For Teaching Children With Diverse Abilities. pp. 463-496.

COURSE: Recreational Activities For the School-Age Child

Unit 4: Planning

Competency 4.3:

Summarize the environmental requirements needed for school-age recreational activities.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will summarize the environmental requirements needed for school-age recreational activities, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Describe the arrangement of furnishings, equipment, and space needed for indoor recreational activities to include room size, enrollment, and storage facilities.
2. Describe the arrangement of equipment, furnishing, and space needed for outdoor recreational activities to include play area dimensions and enrollment.
3. Explain the need for daily scheduling of outdoor play time in a play yard.
4. Explain the need for written activity plans based on knowledge of child development and assessment of individual needs.
5. Outline daily, weekly, and monthly schedules of recreational activities for each age group, balancing quiet and active, structured and unstructured time.

Competency 4.3:

Summarize the environmental requirements needed for school-age recreational activities.

Application:

The Student will:

1. Plan and design an indoor environment for mixed age grouping in a school-age program which allows for daily recreational activities and games.
2. Plan and organize an outdoor environment which allows for daily recreational activities and games for mixed age grouping in a school-age program.

Competency 4.3:

Summarize the environmental requirements needed for school-age recreational activities.

Suggested Activities :

1. From a collection of school-age recreational activity schedules utilized by local school-age site directors, and given intended age ranges, role play children's participation in one or more schedules. Evaluate the schedule for a balance of quiet and active, structured and unstructured time.

2. Given a teacher prepared indoor floor plan and outdoor play yard of a school-age program, use a check list and evaluate it for arrangement of space and conduciveness to recreational activities. Write recommendations for needed modifications.

References:

Greenman, Jim. Caring Spaces, Learning Places: Children's Environments That Work.

Seligson, Michelle. School-Age Child Care: An Action Manual For The 90's. pp. 82-100.

Unit 5: Implementation

Competency 5.1:

Implement developmentally appropriate recreational activities at a school-age program.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will implement recreational activities at a school-age site, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Explain the importance of including the children in the planning process.

2. Describe the organizational steps of implementing a variety of recreational activities that can be set up and taken down on a daily basis for:

    2a. Aiming games
    2b. Races
    2c. Chasing games
    2d. Hiding games
    2e. Card and Board games
    2f. Sports games (e.g. basketball, touch football)

3. Planning for a three month period, identify needed supplies for each type of recreational activity to be included.

Competency 5.1:

Implement developmentally appropriate recreational activities at the school-age program.

Cognitive:

The Student Will:

4. List ways of collecting free/ donated materials for the activities.
5. Plan a budget for needed supplies and equipment based on projected needs and donations.

Application:

The student will:

1. For activity planning, interview a group of school-age children on their recreational interests.
2. Based on the children's interviews and knowledge of age appropriate activities, write a two week plan of recreational activities.
3. Implement the written plans.

Competency 5.1:

Implement developmentally appropriate recreational activities at a school-age program.

Suggested Activities :

1. Observe recreational activities at a school-age program and record schedule of events, materials and supplies needed, and planning involved for successful implementation of sports and games. Record information in personal journal.

References:

COURSE: Recreational Activities For the School-Age Child

Unit 6: Teacher Behaviors

Competency 6.1:

Demonstrate an understanding of effective behaviors to use with school-age children.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will demonstrate an understanding of effective behaviors to use with school-age children, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Give examples of teacher characteristics needed to be effective with school-age children:
    1a. enjoys playing with children
    1b. enjoys fun
    1c. possesses sense of humor
    1d. active listening skills
    1e. ability to set limits
    1f. positive guidance techniques
    1g. understands need for student-chosen activities
    1h. provides choices and options

2. Explain the difference between facilitation and directions of children's recreational activities, and describe when each is needed.

Competency 6.1:

Demonstrate an understanding of effective behaviors to use with school-age children.

Cognitive:

3. Describe facilitation skills that are needed when working with school-age children during recreational activities.
4. Describe directing skills that are needed when working with school-age children during recreational activities.

Application:

The Student Will:

1. Demonstrate teacher characteristics needed to be effective when working with school-age children.
2. Demonstrate appropriate directing skills when working with school-age children.
3. Demonstrate appropriate facilitation skills when working with school-age children.

Competency 6.1:

Demonstrate an understanding of effective behaviors to use with school-age children.

Suggested Activities :	References:
1. View and discuss adult and child behaviors displayed in two very different baseball games. Evaluate each game and the affect of adult behaviors on the children in each game.	Association Films. Two Ball Games. film.
2. Participate in a "talk show" on effective attitudes and behaviors to use with school-age children. Be able to defend remarks using research, references.	Therrell, Jim. How To Play With Kids. Covey, Stephen. The Seven Habits of Highly Effective people. School-Age Notes. The Essentials of Play Leadership. videotape. Faber, Adele. How To Talk So Kids Will Listen And Listen So Kids Will Talk.
3. Given instructor written situations, role play teacher responses to a variety of situations.	Pruntzman, Burger, Bodenhamer, and Stern. The Friendly Classroom For A Small Planet. Gordon, Thomas. Discipline That Works: Promoting Self Discipline In Children.

COURSE: Recreational Activities For the School-Age Child

Unit 6: Teacher Behaviors

Competency 6.2:

Demonstrate an understanding of staff teamwork skills needed when implementing recreational activities for school-age children.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will demonstrate an understanding of staff teamwork skills needed when implementing recreational activities for school age children, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Explain the need for training of all staff and volunteers in program philosophy, guidance techniques, safety, and program policies before contact begins with children.
2. Identify the characteristics of an effective team and effective team player.
3. Describe staff team building activities to use when training program employees and volunteers.
4. Point out the teamwork skills needed throughout the program day to include conditions and situations.

Competency 6.2:

Demonstrate an understanding of staff teamwork skills needed when implementing recreational activities for school-age children.

Application:

The Student will:

1. Observe volunteers and staff at an after-school program engaged in recreational activities. Record instances of effective teamwork skills.
2. Using role play, demonstrate the characteristics of an effective team player.

Competency 6.2:

Demonstrate an understanding of staff teamwork skills needed when implementing recreational activities for school-age children.

Suggested Activities :	References:
1. Host a panel of area school-age program site directors to discuss staff training and teamwork skills in administering an effective program.	
2. In small groups role play one of the seven steps in building a team based on The Team Performance Model.	Drexler, Allan, et. al., "The Team Performance Model," Team Building: Blueprint For Productivity And Satisfaction. pp. 45-61.

COURSE: Recreational Activities For the School-Age Child

Unit 7: Evaluation

Competency 7.1:

Explain the rationale for evaluating implemented recreational activities in the school-age program.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will explain the rationale for evaluating implemented recreational activities in the school-age program, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Distinguish evaluation from needs assessment.
2. Explain the relationship between evaluation and effective programs.
3. Identify the different purposes of evaluation:

    3a. goal attainment
    3b. problem solving
    3c. meeting children's/parent's needs
    3d. inservice training

4. Identify the components of an effective evaluation.

Competency 7.1:

Explain the rationale for evaluating implemented recreational activities in the school-age program.

Application:

The Student will:

1. Develop an evaluation form to use with school-age children for soliciting opinions on recreational activities.
2. Develop an evaluation form to use with parents of school-age children for soliciting opinions on recreational activities.

Competency 7.1:

Explain the rationale for evaluating implemented recreational activities in the school-age program.

Suggested Activities :

1. From a collection of commercial and instructor prepared program evaluation surveys, rank each for its usefulness and/or adaptability in evaluating a school-age program.

References:

COURSE: Recreational Activities For the School-Age Child

Unit 7:

Competency 7.2:

Demonstrate skills needed to evaluate recreational activities in the school-age program.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will demonstrate skills needed to evaluate recreational activities in the school-age program, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Determine the purpose of evaluation.
2. Identify the appropriate procedures to take in the evaluation process.
3. Identify the criteria to be evaluated.

Application:

The Student will:

1. Conduct an evaluation of recreational activities at a local school-age child care program.
2. Make written recommendations based upon results of the evaluation.

Competency 7.2:

Demonstrate skills needed to evaluate recreational activities in the school-age program.

Suggested Activities :

1. Videotape self as facilitator and a group of school-age children during a recreational activity. Self-evaluate the activity for goal attainment (e.g. cooperative play). Make recommendations for adaptations needed, if necessary, in future use of activity.

References:

RECREATIONAL ACTIVITIES FOR THE SCHOOL-AGE CHILD

STUDENT COMPETENCY PROFILE

DIRECTIONS: Indicate the appropriate number to evaluate the degree of competency on a scale of 1 to 4:

RATING SCALE:

1 - Clearly Outstanding The student shows exceptional knowledge and/or performs the task skillfully with no instructional support or supervision.

2 - Satisfactory The student shows adequate knowledge or performs the task adequately with limited instructional support or supervision.

3 - Needs Improvement The student shows minimal knowledge and/or has difficulty performing the task independently and needs close instructional support or supervision.

4 - No Exposure or Experience in this Area

RECREATIONAL ACTIVITIES FOR THE SCHOOL-AGE CHILD

1.1 Demonstrate an understanding of the history of group recreational activities in the lives of school-age children.						
Cognitive	1	2	3	4	5	6
1. Define recreational activity.						
2. Identify the beginning and growth of recreational activities for school-age children in the United States.						
3. Explain how and why recreational activities for school-age children emerged in America.						
4. Describe the status of recreational activities in the lives of school-age children today.						
5. Describe the importance and benefits of recreational activities in the school-age program.						
Application 1. Conduct a survey of one neighborhood to determine the status of group/individual recreational activities among school-age children (frequency, types of activities). Compare and contrast children's recreational activities of today with those of earlier times.						

RECREATIONAL ACTIVITIES FOR THE SCHOOL-AGE CHILD

1.2 Explain the purposes of including appropriate recreational activities in the lives of school-age children.						
Cognitive	1	2	3	4	5	6
1. Summarize developmental goals for school-age children:						
1a. autonomy						
1b. ability to decenter; coordinate different points of view						
1c. alertness						
1d. curiosity						
1e. confidence						
1f. critical thinking						
1g. problem solving						
1h. initiative						
2. Identify and describe types of recreational activities which meet developmental goals for school-age children:						
2a. aiming games						
2b. races						
2c. chasing games						
2d. hiding games						
2e. guessing games						

RECREATIONAL ACTIVITIES FOR THE SCHOOL-AGE CHILD

1.2 Explain the purposes of including appropriate recreational activities in the lives of school-age children.						
Cognitive	1	2	3	4	5	6
3. Explain how appropriate recreational activities help meet developmental goals.						
4. Evaluate the role of competition in our society, and implications for its misuse in the after-school program.						
5. List the benefits of non-competitive team building activities in the school-age program.						
6. Describe safety factors to consider when choosing after school activities (e.g. The risk of Hide and Seek in some environments).						
Application 1. Collect a plan of recreational activities used at a school-age program and evaluate it for meeting the developmental goals of children.						
2. Observe children involved in a recreational activity at a school-age program, and record instances of developmental goals being included.						
3. Develop a list of safety questions to use when considering games and activities for use in the school-age program.						

RECREATIONAL ACTIVITIES FOR THE SCHOOL-AGE CHILD

2.1 Demonstrate an understanding of the developmental characteristics of school-age children.						
Cognitive	1	2	3	4	5	6
1. Summarize major theorists' views on the characteristics of school-age children.						
2. Point out common developmental characteristics of school-age children during:						
1a. transition years 5-7						
1b. middle years 8-10						
1c. pre-adolescence 10-12						
3. Relate the age-specific characteristics of school-age children to their needs.						
4. Relate the age-specific characteristics and needs of school-age children to appropriate recreational activities.						
Application 1. Observe and record the physical, cognitive, emotional, and social development of three children, one from each school-age stage, over a six week period.						
2. Compare and contrast each observed child's development with normative characteristics of a same age child.						

2.2 Explain the factors which affect the school-age child						
Cognitive	1	2	3	4	5	6
1. Point out common influences on the school-age child's behavior and development.						
1a. family make-up and relationships						
1b. teacher/caregiver behaviors						
1c. peer relationships						
1d. economic/social status						
1e. cultural/ethnic/religious background						
1f. heredity						
2. Describe the effects of crisis and/or stressors on the school-age child:						
2a. new sibling						
2b. divorce						
2c. blended family						
2d. death in family						
3. Describe the effects of maternal employment on the school-age child.						

RECREATIONAL ACTIVITIES FOR THE SCHOOL-AGE CHILD

2.2 Explain the factors which affect the school-age child.						
Application	1	2	3	4	5	6
1. Begin a case study of one school-age child. Observe and record one child's interactions with peers and/or adults:						
1a. at play						
1b. in class at school						
1c. at mealtime						
2. Interview a parent of the child and record information on family structure, religion, ethnicity, employment, and mobility.						
3. Based on observations and interview, write a recommendation of the child's recreational activity needs.						

RECREATIONAL ACTIVITIES FOR THE SCHOOL-AGE CHILD

3.1	Demonstrate an understanding of indoor/outdoor safety and health practices in school-age programs.						
Cognitive		1	2	3	4	5	6
1.	Summarize the staff's responsibilities to each child cared for, as prescribed in the Texas Department of Regulatory and Protective Services Minimum Standards For Day Care Centers.						
2.	Describe pre-employment and on-the-job procedures and policies needed to ensure that each adult is free from physical and psychological conditions that might adversely affect the school-ager's health.						
3.	Explain safety and health factors which relate specifically to school-age children (e.g. need for risk taking).						
4.	Explain the relationship between staff/child ratios and safety.						
5.	Describe safe arrival and departure procedures and policies needed, to include accountability when a child fails to arrive for program activities.						
6.	Describe the staff's responsibilities and needed skills in accident prevention and risk management of the school-age child.						
7.	Outline procedures to follow in emergencies.						
8.	List first aid supplies needed for ready availability.						

RECREATIONAL ACTIVITIES FOR THE SCHOOL-AGE CHILD

3.1 Demonstrate an understanding of indoor/outdoor safety and health practices in school-age programs.						
Cognitive	1	2	3	4	5	6
9. Distinguish between safe and unsafe recreational equipment and materials.						
10. Describe procedures for reporting suspected incidents of suspected child abuse and/or neglect.						
11. Identify and describe safety precautions to consider when choosing activities for a given environment.						
Application 1. Hold current first aid/child/adult CPR certificates.						
2. Using Quality Criteria For School-Age Child Care Programs ("Health And "Safety"), evaluate health and safety practices in use at a local school-age program.						

RECREATIONAL ACTIVITIES FOR THE SCHOOL-AGE CHILD

4.1 Recognize a variety of age appropriate games and recreational activities for school-age children.

Cognitive	1	2	3	4	5	6
1. Distinguish the characteristics of age appropriate games and recreational activities for specific ages and stages:						
1a. transition years 5-7						
1b. middle years 8-10						
1c. pre-adolescence 10-12						
2. By category, identify appropriate games that meet developmental goals of children; for each describe:						
2a. targeted age(s)						
2b. procedures/variations						
2c. objectives						
2d. child's role						
2e. adult's role						
Aiming games 2a. drop the clothes pin						
2b. chair ring toss						
2c. dodge ball						
2d. bowling						

RECREATIONAL ACTIVITIES FOR THE SCHOOL-AGE CHILD

4.1 Recognize a variety of age appropriate games and recreational activities for school-age children.						
Cognitive	1	2	3	4	5	6
Aiming Games 2e. marbles						
Races 2a. spoon race						
2b. wheelbarrow race						
2c. three-legged race						
2d. musical chairs						
Chasing Games 2a. tag						
2b. drop the handkerchief						
2c. cat and mouse						
Hiding Games 2a. hide and seek						
2b. button, button						

RECREATIONAL ACTIVITIES FOR THE SCHOOL-AGE CHILD

4.1 Recognize a variety of age appropriate games and recreational activities for school-age children.						
Cognitive	1	2	3	4	5	6
Guessing Games 2a. mystery bag						
2b. charades						
Verbal Command Games 2a. Simon says						
2b. giant steps						
Card Games 2a. slap jack						
2b. dominoes						
2c. go fish						
Board Games 2a. candyland						
2b. tug 'o war						
2c. bingo						
2d. chess						

4.1 Recognize a variety of age appropriate games and recreational activities for school-age children.						
Cognitive	1	2	3	4	5	6
3. Identify appropriate games and recreational activities for mixed-age groupings and, for each describe:						
1a. conditions/adaptations of rules/procedures						
1b. objectives						
1c. role of adults						
1d. role of children						
Application 1. With one age range of children (5-7, 8-10) organize and implement a variety of age appropriate games. Justify choice of games with given group of children.						
2. Using a prepared evaluation form, solicit children's opinions on games played.						
3. From opinions solicited, write recommendations for future use of games chosen with the children.						

RECREATIONAL ACTIVITIES FOR THE SCHOOL-AGE CHILD

4.2 Demonstrate an understanding of adaptations needed for the school-age child with special needs when planning recreational activities.

Cognitive	1	2	3	4	5	6
1. Explain the benefits of including and integrating children with disabilitiess in recreational activities.						
2. Describe the ways of adapting age appropriate games and recreational activities for children with:						
2a. physical disabilities						
2b. learning disabilities						
2c. hearing/visual disabilities						
Application						
1. Observe an integrated school-age recreational program and record instances of adaptations made for children with special needs.						

RECREATIONAL ACTIVITIES FOR THE SCHOOL-AGE CHILD

4.3 Summarize the environmental requirements needed for school-age recreational activities.						
Cognitive	1	2	3	4	5	6
1. Describe the arrangement of furnishings, equipment, and space needed for indoor recreational activities to include room size, enrollment, and storage facilities.						
2. Describe the arrangement of equipment, furnishing, and space needed for outdoor recreational activities to include play area dimensions and enrollment.						
3. Explain the need for written activity plans based on knowledge of child development and assessment of individual needs.						
4. Outline daily, weekly, and monthly schedules of recreational activities for each age group, balancing quiet and active, structured and unstructured time.						
Application 1. Plan and design an indoor environment for mixed age grouping in a school-age program which allows for daily recreational activities and games.						
2. Plan and design an outdoor environment which allows for daily recreational activities and games for mixed age grouping in a school-age program.						

RECREATIONAL ACTIVITIES FOR THE SCHOOL-AGE CHILD

5.1 Implement developmentally appropriate recreational activities at a school-age program.						
Cognitive	1	2	3	4	5	6
1. Explain the importance of including the children implementation in the process.						
2. Identify recreational activities appropriate for mixed-age groupings.						
3. Describe the organizational steps and components of implementing a variety of recreational activities that can be set up and taken down on a daily basis.						
4. .Identify needed supplies for each activity.						
5. List ways of collecting free/donated materials for the activities.						
6. Plan a budget for needed supplies for each activity based on projected needs and donations.						
Application 1. Interview a group of school-age program children on their interests for planning recreational activities.						
2. Based on children's interviews and knowledge of age appropriate activities, write a one week plan of recreational activities to include needed supplies.						
3. Implement the written plans.						

RECREATIONAL ACTIVITIES FOR THE SCHOOL-AGE CHILD

6.1 Demonstrate an understanding of effective behaviors to use with school-age children.						
Cognitive	1	2	3	4	5	6
1. Give examples of teacher characteristics needed to be effective with school-age children:						
1a. enjoys playing with children						
1b. enjoys fun						
1c. possesses sense of humor						
1d. active listening skills						
1e. ability to set limits						
1f. positive guidance techniques						
1g. understands need for student chosen activities						
1h. provides choices and options						
2. Explain the difference between facilitation and directions of children's recreational activities, and describe when each is needed.						
3. Describe facilitation skills that are needed when working with school-age children during recreational activities.						
4. Describe directing skills that are needed when working with school-age children during recreational activities.						

RECREATIONAL ACTIVITIES FOR THE SCHOOL-AGE CHILD

6.1 Demonstrate an understanding of effective behaviors to use with school-age children.

Application	1	2	3	4	5	6
1. Demonstrate teacher characteristics needed to be effective when working with school-age children.						
2. Demonstrate appropriate directing skills when working with school-age children.						
3. Demonstrate appropriate facilitation skills when working with school-age children.						

RECREATIONAL ACTIVITIES FOR THE SCHOOL-AGE CHILD

6.2 Demonstrate an understanding of staff teamwork skills needed when implementing recreational activities for school-age children.

Cognitive	1	2	3	4	5	6
1. Explain the need for training of all staff and volunteers in program philosophy, guidance techniques, safety, and program policies before contact begins with children.						
2. Identify the characteristics of an effective team and effective team player.						
3. Describe staff team building activities to use when training program employees and volunteers.						
4. Point out the teamwork skills needed throughout the program day to include conditions and situations.						
Application 1. Observe volunteers and staff at an after-school program engaged in recreational activities. Record instances of effective teamwork skills.						
2. Using role play, demonstrate the characteristics of an effective team player.						

RECREATIONAL ACTIVITIES FOR THE SCHOOL-AGE CHILD

7.1 Explain the rationale for evaluating implemented recreational activities in the school-age program.						
Cognitive	1	2	3	4	5	6
1. Distinguish evaluation from needs assessment.						
2. Explain the relationship between evaluation and effective programs.						
3. Identify the different purposes of evaluation:						
3a. goal setting						
3b. problem solving						
3c. meeting children's/parent's needs						
3d. inservice training						
4. Identify the components of an effective evaluation.						
Application 1. Develop an evaluation form to use with school-age children for soliciting opinions on recreational activities.						
2. Develop an evaluation form to use with parents of school-age children for soliciting opinions on recreational activities.						

RECREATIONAL ACTIVITIES FOR THE SCHOOL-AGE CHILD

7.2 Demonstrate skills needed to evaluate recreational activities in the school-age program.						
Cognitive	1	2	3	4	5	6
1. Determine the purpose of the evaluation.						
2. Identify the appropriate procedures to take in the evaluation process.						
3. Identify the criteria to be evaluated.						
Application 1. Conduct an evaluation of recreational activities at a local school-age child care program.						
2. Make written recommendations based upon results of the evaluation.						

Creative Expression For The School-Age Child

Course Description: This course includes methods and techniques, materials and activities for promoting creative expression and aesthetic appreciation through art, music, journalism, and movement in children ages five through pre-adolescence; emphasizes teacher's role as facilitator; includes skill building in learning how to identify and use resources; addresses developmentally appropriate practice and ethical issues in planning creative expression activities.

Course Credit: 3 (2 lec/2 lab)

Sequence of Competencies by Learning Unit:

1.1 Summarize theories and practices of creative expression in school-age children.

1.2 Explain the purposes of including developmentally appropriate school-age creative expression activities in the lives of school-age children.

2.1 Demonstrate an understanding of the characteristics of school-age children.

2.2 Explain the factors which affect the school-age child.

3.1 Explain the care provider's role in developing the school-age child's creative expression.

4.1 Demonstrate an understanding of health and safety practices needed when implementing creative expression activities in the school-age program.

5.1 Recognize a variety of age appropriate aesthetic expression activities for the school-age child.

5.2 Demonstrate an understanding of adaptations needed for the school-age child with special needs when planning creative expression activities.

5.3 Summarize the environmental requirements needed for school-age creative expression activities.

6.1 Implement creative expression activities at a school-age program.

7.1 Explain the rationale for evaluating creative expression activities in the school-age program.

7.2 Demonstrate skills needed to evaluate creative expression activities in the school-age program.

COURSE: Creative Expression For the School-Age Child

Unit 1: Rationale For Creative Expression

Competency 1.1:

Summarize theories and practices of creative expression in school-age children.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will summarize theories and practices of creative expression in school-age children, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Define creative expression.
2. Identify the relationship between choice and creativity.
3. Explain the relationship between environment and creativity.
4. Outline the major theorists' studies on creative expression of the school-age child (e.g. Piaget, Freud).
5. Trace common creative expression activities for children from the 1800's to present, noting how and why changes occurred.
6. Demonstrate an understanding of the diversity of aesthetic expression in our society and its influence and effect on school-age children.
7. Summarize the American Home Economics Association's criteria for Developmentally Appropriate Practice in aesthetic development for school-age child care programs.
8. Distinguish appropriate practice from inappropriate practice in creative expression activities.

Competency 1.1:

Summarize theories and practices of creative expression in school-age children.

Application:

The Student will:

1. Using a checklist, observe a school-age child care program and record instances of developmentally appropriate practice in aesthetic development.

Competency 1.1:

Summarize theories and practices of creative expression in school-age children.

Suggested Activities:	References:
1. Using a prepared checklist, observe a school-age program and record instances when art, music, dramatic play and movement experiences occur. Evaluate for developmental appropriateness of each activity.	
2. Collect and compare samples of children's art from a child care center and a school age program.	Kellogg, Rhoda. Analyzing Children's Art.
3. Write a position paper describing own theoretical perspective about creative expression in school-age children.	Brittain, W. Lambert. Creativity, Art And And The Young Child.
4. Research and prepare an oral report on one theorist's view of creative expression development in children.	Piaget, J. "Art, Education And Child Psychology," in E. Ziegfeld, Education And Art.

COURSE: Creative Expression For the School-Age Child

Unit 1: Rationale For Creative Expression

Competency 1.2:

Explain the purposes of including developmentally appropriate school-age creative expression activities in the lives of school-age children.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will explain the purposes of including developmentally appropriate school-age creative expression activities in the lives of school-age children, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Define creativity.
2. Explain the relationship between creativity and intelligence.
3. Explain the difference between convergent and divergent thinking.
4. Identify the benefits of developing divergent thinking in a school-age program.
5. Identify types of creative expression activities which develop divergent thinking.
6. Explain how individual types of appropriate creative expression activities help develop convergent thinking.

Application:

The Student will:

1. Collect a plan of creative expression activities used at a school-age program and evaluate it for developing divergent thinking.

Competency 1.2:

Explain the purposes of including developmentally appropriate school-age creative expression activities in the lives of school-age children.

Application:

2. Observe children involved in an aesthetic activity at a school-age program, and record instances of divergent thinking taking place.

Competency 1.2:

Explain the purposes of including developmentally appropriate school-age creative expression activities in the lives of school-age children.

Suggested Activities:	References:
1. On file cards, prepare 12 creative expression activities which promote divergent thinking for a specific school-age group.	Mayesky, Mary. Creative Activities For Children In The Early Primary Grades. Hendrick, Joanne. Total Learning Developmental Curriculum For The Young Child. Wyde, Joan. "Creative, Constructive, And Concept Art," Texas Child Care Quarterly. Fall 1992. pp 18-22. Harlow, Joyce. Story Play.
2. With classmates share six written anecdotes of observed instances of divergent thinking in children.	
3. View and discuss the film Why Man Creates.	Pyramid Films. Why Man Creates. 16 mm film.

COURSE: Creative Expression For the School-Age Child

Unit 2: Characteristics of School-Age Children

Competency 2.1:

Demonstrate an understanding of the characteristics of school-age children.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will demonstrate an understanding of the characteristics of school-age children, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Describe common emotional, cognitive, and physical characteristics of school-age children to consider when planning drama, music, and art activities:

   1a. 5-7 year olds
   2b. 8-10 year olds
   3c. 10-12 year olds

2. Describe adaptations needed when planning activities for mixed age groups (e.g. cooking, skits).
3. Explain the difference between convergent and divergent thinking.

Competency 2.1:

Demonstrate an understanding of the characteristics of school-age children.

Application:

The Student will:

1. Over a six-week period, observe and record the social-emotional, cognitive, and physical characteristics of three children, one from each school-age stage; write activity recommendations for development of each child's creative development.

Competency 2.1:

Demonstrate an understanding of the characteristics of school-age children.

Suggested Activities:

1. Over a six-week period, observe three school-age classrooms (one primary, one intermediate, and one middle-grade). Keep a journal on one child in each classroom noting social, emotional, cognitive, and physical characteristics of each child.

2. Write an essay about own childhood emphasizing peer interactions, remembrance of school experiences, and growth patterns.

References:

Papalia, Diane E. and Sally Wendkos Olds. A Child's World, Infancy through Adolescence.

Stroufe, L. Allan et. al., Child Development, Its Nature And Course.

Zigler, Edward and Matia Finn Stevenson. Children In A Changing World.

COURSE: Creative Expression For the School-Age Child

Unit 2: Characteristics of The School-Age Child

Competency 2.2:

Explain the factors which affect the school-age child.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will explain the factors which affect the school-age child, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Point out common influences on the school-age child's behavior and development.
    - 1a. family make-up, relationships, and values
    - 1b. teacher/caregiver behavior
    - 1c. peer relationships
    - 1d. economic/social status
    - 1e. cultural/ethnic background
    - 1f. heredity

Competency 2.2:

Explain the factors which affect the school-age child.

Cognitive:

The Student Will:

2. Describe the effects of crisis and/or stressors on the school-age child:

    1a. new sibling
    1b. divorce
    1c. blended family
    1d. death in family

3. Describe the effects of maternal employment on the school-age child.

Application:

The Student will:

1. Begin a case study of one school-age child. Observe and record one child's interactions with peers and/or adults:

    1a. at play
    1b. in class at school
    1c. at mealtime
2. Interview a parent of the child and record information on family structure, religion, values, ethnicity, employment, and mobility.
3. Based on observations and interview, write a recommendation of the child's creative expression needs.

Competency 2.2:

Explain the factors which affect the school-age child.

Suggested Activities:

1. View and discuss the video. Based on information presented, brainstorm appropriate activities for specific school-age children.

References:

FilmVideo. "Meeting Developmental Needs," School-Age Child Care Series. video.

COURSE: Creative Expression For the School-Age Child

Unit 3: Role of Program Staff

Competency 3.1:

Explain the care provider's role in developing the school-age child's creative expression.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will explain the care provider's role in developing the school-age child's creative expression, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Describe and give examples of care provider characteristics needed when planning and implementing activities for creative expression:

   1a. recognizes individuality
   1b. appreciates the creative process
   1c. views music and drama as important to program
   1d. knowledge of age appropriate creative expression activity.
   1e. understands stages in growth and development of the school-age child.
   1f. understands need for student-chosen activities
   1g. provides choices and options
   1h. ability to supervise and give aid when needed

2. Explain the difference between facilitation and direction of children's creative expression activities, and describe when each is appropriate and needed.

Competency 3.1:

Explain the care provider's role in developing the school-age child's creative expression.

Cognitive:

3. Identify and describe situations when facilitation skills would be appropriate when working with school-age children during creative expression activities.
4. Identify and describe situations when direction skills would be appropriate during creative expression activities.

Application:

The Student will:

1. Using a checklist, observe a school-age care provider and record instances of behaviors which enhance the development of creative expression.
2. Using a checklist, observe a school-age child care provider directing an activity (e.g. a play) and record instances of effective skills utilized.

Competency 3.1:

Explain the care provider's role in developing the school-age child's creative expression.

Suggested Activities:

1. View and discuss video on activity planning.

References:

FilmVideo. "Activity Planning." School Age Child Care Series.

COURSE: Creative Expression For the School-Age Child

Unit 4: Health and Safety

Competency 4.1:

Demonstrate an understanding of health and safety practices needed when implementing creative expression activities in the school-age program.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will demonstrate an understanding of health and safety practices needed when implementing creative expression activities in the school-age program, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Summarize safety and health factors which relate specifically to school-age children. (e.g. need for risk taking).
2. Point out staff member's responsibilities for program safety to each child cared for, as it pertains to creative expression activities:

   1a. risk management/accident prevention
   1b. water temperature
   1c. electric outlets and cords
   1d. arrangement and use of furnishing and art equipment materials (e.g. hot glue guns)
   1e. use of stage, platform areas
   1f. handwashing

Competency 4.1:

Demonstrate an understanding of health and safety practices needed when implementing creative expression activities in the school-age program.

Cognitive:

3. Explain staff/child ratios needed for individual art expression activities.
4. Distinguish between safe and unsafe equipment and materials (e.g. cooking appliances, kilns).
5. Outline procedures to follow in emergencies.
6. List first aid supplies needed for ready availability.
7. Describe procedures for reporting suspected incidents of suspected child abuse and/or neglect.

Application:

The Student will:

1. Using the Department of Protective and Regulatory Services' Minimum Standards for Day Care and Quality Criteria For School-Age Child Care Programs ("Health And Safety"), evaluate health and safety practices in use at a local school-age program.
2. Hold current first aid/child and CPR certificates.

Competency 4.1:

Demonstrate an understanding of health and safety practices needed when implementing creative expression activities in the school-age program.

Suggested Activities:	References:
1. Invite a Child Protective Services representative to talk about health and safety practices needed in school-age child care programs.	Texas Department of Protective And Regulatory Services. Minimum Standards For School-Age Child Care Programs.
2. Invite an American Red Cross representative to review skills needed for renewing CPR and first aid certificates.	
3. Write a one week plan of snacks for a given group of school-age children in a specific program. Be able to justify food groups and choices selected.	Seligson, Michelle and Michael Allenson. "Food and Nutrition Standards," School-Age Child-Care: An Action Manual For For The 90s and Beyond, pp.200-202.

COURSE: Creative Expression For the School-Age Child

Unit 5: Planning

Competency 5.1:

Recognize a variety of age appropriate aesthetic expression activities for the school-age child.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will recognize a variety of age appropriate aesthetic expression activities for the school-age child, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Distinguish the characteristics of age appropriate creative expression activities for specific ages and stages.

    1a. transition years 5-7
    1b. middle years 8-10
    1c. pre-adolescence 10-12

2. By age category, give examples of appropriate activities that meet developmental needs of children.

    2a. music
    2b. art
    2c. drama
    2d. movement

Competency 5.1:

Recognize a variety of age appropriate aesthetic expression activities for the school-age child.

Cognitive:

3. Identify criteria for selecting art, drama, and music activities.
4. Identify inappropriate, non-aesthetic activities to avoid:

    1a. prescribed models/products
    2b. dittos
    3c. pattern and color books

5. Identify appropriate activities for mixed-age groupings, and for each, describe:

    1a. adaptations needed
    2b. roles of children
    3c. roles of adults

Application:

The Student will:

1. Write a one week plan of aesthetic expression activities for a given group of school-age children.

2. Self-evaluate the plan using recognized criteria for age-appropriate school-age curricula.

Competency 5.1:

Recognize a variety of age appropriate aesthetic expression activities for the school-age child.

Suggested Activities:	References:
1. View and discuss the video on planning activities.	School-Age Child Care Project and the New York State Council on Children and Families. Planning Quality Activities For School-Age Child Care Programs.
2. Review a variety of commercially produced creative expression activities. Evaluate the activities for developmental appropriateness and use in local programs.	School-Age Notes. monthly magazine.
3. Listen to a variety of contemporary music to include top 40, rap, reggae, jazz, country, and easy listening. Evaluate content for developmental appropriateness and pro-social themes. Be able to defend why a selection should or should not be utilized in a school-age program for children ages 5-10.	Dobson, James. Children At Risk. pp 65-68, p.213-214. Gore, Tipper. Raising PG Kids in an X Rated Society. Elkind, David. "The Dynamics of Hurrying: The Media," pp.89-93. The Hurried Child: Growing Up Too Fast Too Soon.
4. Select music which would be developmentally appropriate for children ages 7-9 for use in teaching an appropriate dance step (e.g. The Cotton Eye'd Joe).	

COURSE: Creative Expression For the School-Age Child

Unit 5: Planning

Competency 5.2:

Demonstrate an understanding of adaptations needed for the school-age child with special needs when planning creative expression activities.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will demonstrate an understanding of adaptations needed for the school-age child with special needs when planning creative expression activities, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Explain the benefits of including and integrating children with handicaps in creative expression activities.
2. Describe ways of adapting art, music, journalism, and drama activities for children with:

    2a. physical handicaps
    2b. learning handicaps
    2c. hearing/visual handicaps

Competency 5.2:

Demonstrate an understanding of adaptations needed for the school-age child with special needs when planning creative expression activities.

Application:

The Student will:

1. Observe creative expression activities in an integrated school-age program and record instances of adaptations made for children with special needs in:

   1a. art
   1b. journalism (e.g. newspaper)
   1c. drama
   1d. music
   1e. movement

Competency 5.2:

Demonstrate an understanding of adaptations needed for the school-age child with special needs when planning creative expression activities.

Suggested Activities:

1. Plan two activities in each of the following areas showing adaptations for children with special needs. Write one activity for primary age children and one for intermediate or middle-school children:

   - art
   - journalism
   - drama
   - music
   - movement

2. Tour a local school-age program. Write suggestions for physical adaptations needed to accommodate children with special needs in creative expression activities.

3. Select a disabling condition and role play what it would be like to have the disability as a school-age child involved in a school-age program activity. Record feelings and perceptions.

References:

Kirk, Samuel, et. al., Educating Exceptional Children, Seventh edition.

Fink. School-Age Children With Special Needs- What Do They Do When School Is Out?

COURSE: Creative Expression For the School-Age Child

Unit 5: Planning

Competency 5.3:

Summarize the environmental requirements needed for school-age creative expression activities.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will summarize the environmental requirements needed for school-age creative expression activities, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Describe the characteristics of an environment that are supportive of creative expression.
2. Explain the need for a written activity plan which provides for flexibility, spontaneity, and children's input.
3. Describe the room arrangement of furnishings, equipment, and space needed for indoor creative expression activities to include room size, enrollment, and storage facilities:

    3a. drama
    3b. art
    3c. music
    3d. journalism
    3e. movement

4. Describe the arrangement of space, equipment, and furnishings needed for outdoor creative expression activities to include dimensions.

Competency 5.3:

Summarize the environmental requirements needed for school-age creative expression activities.

Application:

The Student will:

1. Develop an environment that is supportive of creative expression:
    a. Plan and design an indoor environment for mixed age groupings in a school-age program which provides for daily self-selected and teacher directed creative expressions in art, music, and drama.
    b. Plan and design an outdoor environment for mixed age groupings in a school-age program which provides for daily self-selected and teacher directed creative expression in art, music, drama, and movement.

Competency 5.3:

Summarize the environmental requirements needed for school age creative expression activities.

Suggested Activities:	References:
1. Given a local school-age child care indoor floor plan, design it for inclusion and support of creative expression activities.	Environments, Inc. Environments Planning Kits.
2. Given a local school-age outdoor play yard plan, design it for inclusion and support of creative expression activities.	
3. Using a prepared checklist, evaluate a school age program's use of indoor space.	Phipps, Patricia. "School Age Care: Indoors." Room To Grow, pp 189-200.
4. Invite an expert to talk about designing outdoor space for creative expression.	

COURSE: Creative Expression For the School-Age Child

Unit 6: Implementation

Competency 6.1:

Implement creative expression activities at a school-age program.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will implement creative expression activities at a school-age program, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Identify and describe art, drama, music, and movement activities appropriate for individual stages and ages:

    1a. 5-7 year olds
    2b. 8-10 year olds
    3c. 10-12 year olds
    4d. mixed-aged groups

2. Explain the importance of including the children and movement in the planning process.
3. Identify and describe art, drama, and music activities appropriate for mixed-age groupings.

Competency 6.1:

Implement creative expression activities at a school-age program.

Cognitive:

The Student will:

4. Describe the organizational steps and components of implementing a variety of creative expression activity centers that can be set up and taken down on a daily basis for:

    4a. art
    4b. music
    4c. drama
    4d. journalism/creative writing
    4e. movement

5. Identify needed supplies for each center.
6. List ways of collecting free/donated materials for the centers.
7. Plan a budget for needed supplies for each center based on projected needs and donations.
8. Describe ways of introducing and providing, on a regular basis, exposure to high quality, multicultural literature, art, and drama activities that take into account the school-age child's need for self-selection.

Application:

The Student will:

1. Interview a group of school-age program children on their interests for planning creative art activity centers.
2. Based on children's interviews and knowledge of age appropriate activities, write one week activity plans (to include needed supplies) for art, music, drama, and movement.
3. Implement the written plans.

Competency 6.1:

Implement creative expression activities at a school-age program.

Suggested Activities:

1. Working in a small group, brainstorm activities for implementation at a local school-age program. Pilot the ideas with a group of children at the program and ask them to evaluate the ideas for on-going use.

2. Brainstorm ways of using items from home and freebies from businesses for creative expression activities.

3. Invite a songwriter to discuss how to teach children how to write songs and rhymes. As a follow-up activity, write a song-writing activity for use with children at the school-age program.

References:

Steinberg, Jill Ellen. The After School Day Care Association Activity book.

SACC Project and the New York State Council on Children And Families. Between School-Time and Home-Time: Planning Quality Activities For School-Age Child Care Programs. videotape.

COURSE: Creative Expression For the School-Age Child

Unit 7: Evaluation

Competency 7.1:

Explain the rationale for evaluating implemented creative expression activities in the school-age program.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will explain the rationale for evaluating implemented creative expression activities in the school-age program, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Summarize the purposes of evaluation.
2. Explain the relationship between evaluation and program effectiveness.
3. Summarize the components of an effective evaluation.

Application:

The Student will:

1. Develop a student/parent evaluation form for creative expression activities.
2. Develop a self-evaluation form for creative expression activities.

Competency 7.1:

Explain the rationale for evaluating creative expression activities in the school-age program.

Suggested Activities:

1. Write a paper on the purpose of evaluation in school-age creative expression activities.

2. Interview students on criteria to include for evaluating creative expression activities. Use information to develop an evaluation form.

References:

Child Welfare League of America. Standards of Excellence For Child Day Care Service.

Bredekamp, Sue. Accreditation Criteria And Procedures of The National Academy of Early Childhood Programs.

COURSE: Creative Expression For the School-Age Child

Unit 7: Evaluation

Competency 7.2:

Demonstrate skills needed to evaluate implemented creative expression activities in the school-age program.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will demonstrate skills needed to evaluate implemented creative expression activities in the school-age program, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Explain the need to assess activities on a continuous basis.
2. Identify appropriate evaluation criteria in assessing activity content.
3. Explain the role of observation and anecdotal note-taking in evaluation.
4. Explain the role of children and parents in the evaluation process.

Application:

The Student will:

1. Using observation and anecdotal note-taking methods, evaluate a creative expression activity at a local school-age program.

Competency 7.2:

Demonstrate skills needed to evaluate implemented creative expression activities in the school-age program.

Application:

2. Using a self-designed survey, interview parents and children on implemented creative expression activities.

Competency 7.2:

Demonstrate skills needed to evaluate implemented creative expression activities in the school-age program.

Suggested Activities:

1. In small groups, role play an interview with a variety of parents in which questions are asked to obtain information on the effectiveness and popularity of creative activities implemented at a school-age program.

2. Videotape self while interviewing parents and students to gain information on program effectiveness. Evaluate listening skills, body language, and openness to hearing criticism and suggestions.

2. Use the evaluations from students and parents to evaluate the strengths and weaknesses of the one-week plan (Competency 6.1) used with one school-age group of children.

References:

CREATIVE EXPRESSION FOR THE SCHOOL-AGE CHILD

STUDENT COMPETENCY PROFILE

DIRECTIONS: Indicate the appropriate number to evaluate the degree of competency on a scale of 1 to 4:

RATING SCALE:

1 - Clearly Outstanding The student shows exceptional knowledge and/or performs the task skillfully with no instructional support or supervision.

2 - Satisfactory The student shows adequate knowledge or performs the task adequately with limited instructional support or supervision.

3 - Needs Improvement The student shows minimal knowledge and/or has difficulty performing the task independently and needs close instructional support or supervision.

4 - No Exposure or Experience in this Area

CREATIVE EXPRESSION FOR THE SCHOOL-AGE CHILD

1.1 Summarize theories and practices of creative expression in school-age children.						
Cognitive	1	2	3	4	5	6
1. Define creative expression.						
2. Identify the relationship between choice and creativity.						
3. Explain the relationship between environment and creativity.						
4. Outline the major theorists' studies on creative expression of the school-age child (e.g. Piaget, Freud).						
5. Trace common creative expression activities for children from the 1800's to present, noting how and why changes occurred.						
6. Demonstrate an understanding of the diversity of aesthetic expression in our society and its influence and effect on school-age children.						
7. Summarize the American Home Economics Association's criteria for Developmentally Appropriate Practice in aesthetic development for school-age child care programs.						
8. Distinguish appropriate practice from inappropriate practice in creative expression activities.						
Application 1. Using a checklist, observe a school-age child care program and record instances of developmentally appropriate practice in aesthetic development.						

CREATIVE EXPRESSION FOR THE SCHOOL-AGE CHILD

1.2 Explain the purposes of including developmentally appropriate school-age creative expression activities in the lives of school-age children.						
Cognitive	1	2	3	4	5	6
1. Define creativity.						
2. Explain the relationship between creativity and intelligence.						
3. Explain the difference between convergent and divergent thinking.						
4. Identify the benefits of developing divergent thinking in a school-age program.						
5. Identify types of creative expression activities which develop divergent thinking.						
6. Explain how individual types of appropriate creative expression activities help develop convergent thinking.						
Application 1. Collect a plan of creative expression activities used at a school-age program and evaluate it for developing divergent thinking.						
2. Observe children involved in an aesthetic activity at a school-age program, and record instances of divergent thinking taking place.						

CREATIVE EXPRESSION FOR THE SCHOOL-AGE CHILD

2.1 Demonstrate an understanding of the characteristics of school-age children.						
Cognitive	1	2	3	4	5	6
1. Describe common emotional, cognitive, and physical characteristics of school-age children to consider when planning drama, music, and art activities:						
1a. 5-7 year olds						
2b. 8-10 year olds						
3c. 10-12 year olds						
2. Describe adaptations needed when planning activities for mixed age groups (e.g. cooking, skits).						
Application 1. Over a six-week period, observe and record the social-emotional, cognitive, and physical characteristics of three children, one from each school-age stage; write activity recommendations for development of each child's creative development.						

CREATIVE EXPRESSION FOR THE SCHOOL-AGE CHILD

2.2 Explain the factors which affect the school-age child.						
Cognitive	1	2	3	4	5	6
1. Point out common influences on the school-age child's behavior and development.						
1a. family make-up and relationships						
1b. teacher/caregiver behavior						
1c. peer relationships						
1d. economic/social status						
1e. cultural/ethnic/religious background						
1f. heredity						
2. Describe the effects of crisis and/or stressors on the school-age child:						
2a. new sibling						
2b. divorce						
2c. blended family						
2d. death in family						
3. Describe the effects of maternal employment on the school-age child.						

CREATIVE EXPRESSION FOR THE SCHOOL-AGE CHILD

2.2 Explain the factors which affect the school-age child.						
Application	1	2	3	4	5	6
1. Begin a case study of one school-age child. Observe and record one child's interactions with peers and/or adults:						
1a. at play						
1b. in class at school						
1c. at mealtime						
2. Interview a parent of the child and record information on family structure, religion, ethnicity, employment, and mobility.						
3. Based on observations and interview, write a recommendation of the child's creative expression needs.						

CREATIVE EXPRESSION FOR THE SCHOOL-AGE CHILD

3.1 Explain the care provider's role in developing the school-age child's creative expression.

Cognitive		1	2	3	4	5	6
1.	Describe and give examples of care provider characteristics needed when planning and implementing activities for creative expression:						
1a.	recognizes individuality						
1b.	appreciates the creative process						
1c.	views music and drama as important to program						
1d.	knowledge of age appropriate creative expression activity.						
1e.	understands stages in growth and development of the school-age child.						
1f.	understands need for student-chosen activities						
1g.	provides choices and options						
1h.	ability to supervise and give aid when needed						
2.	Explain the difference between facilitation and direction of children's creative expression activities.						
3.	Identify and describe situations when facilitation skills would be appropriate when working with school-age children during creative expression activities.						
4.	Identify and describe situations when direction skills would be appropriate during creative expression activities.						

CREATIVE EXPRESSION FOR THE SCHOOL-AGE CHILD

3.1 Explain the care provider's role in developing the school-age child's creative expression.						
Application	1	2	3	4	5	6
1. Using a checklist, observe a school-age provider and record instances of behaviors which enhance the development of creative expression.						
2. Using a checklist, observe a school-age child provider directing an activity (e.g. a play) and record instances of effective skills utilized.						

CREATIVE EXPRESSION FOR THE SCHOOL-AGE CHILD

4.1 Demonstrate an understanding of health and safety practices needed when impelementing creative expression activities in the school-age program.

Cognitive			1	2	3	4	5	6
1.	Summarize safety and health factors which relate specifically to school-age children. (e.g. need for risk taking).							
2.	Point out staff member's responsibilities for program safety to each child cared for, as it pertains to creative expression activities:							
	1a.	risk management/accident prevention						
	1b.	water temperature						
	1c.	electric outlets and cords						
	1d.	arrangement and use of furnishing and art equipment materials (e.g. hot glue guns)						
	1e.	use of stage, platform areas						
	1f.	handwashing						
3.	Explain staff/child ratios needed for individual art expression activities.							
4.	Distinguish between safe and unsafe equipment and materials (e.g. cooking appliances, kilns).							
5.	Outline procedures to follow in emergencies.							
6.	List first aid supplies needed for ready availability.							

CREATIVE EXPRESSION FOR THE SCHOOL-AGE CHILD

4.1 Demonstrate an understanding of health and safety practices needed when impelementing creative expression activities in the school-age program.						
Cognitive	1	2	3	4	5	6
7. Describe procedures for reporting suspected incidents of suspected child abuse and/or neglect.						
Application 1. Using the Department of Protective and Regulatory Services' Minimum Standards for Day Care and Quality Criteria For School-Age Child Care Programs ("Health And Safety"), evaluate health and safety practices in use at a local school-age program.						
2. Hold current first aid/child and CPR certificates.						

CREATIVE EXPRESSION FOR THE SCHOOL-AGE CHILD

5.1 Recognize a variety of age appropriate aesthetic expression activities for the school-age child.						
Cognitive	1	2	3	4	5	6
1. Distinguish the characteristics of age appropriate creative expression activities for specific ages and stages.						
1a. transition years 5-7						
1b. middle years 8-10						
1c. pre-adolescence 10-12						
2. By age category, give examples of appropriate activities that meet developmental needs of children.						
2a. music						
2b. art						
2c. drama						
2d. movement						
3. Identify criteria for selecting art, drama, and music activities.						
4. Identify inappropriate, non-aesthetic activities to avoid:						
4a. prescribed models/products						
4b. dittos						
4c. pattern and color books						

CREATIVE EXPRESSION FOR THE SCHOOL-AGE CHILD

5.1 Recognize a variety of age appropriate aesthetic expression activities for the school-age child.						
Cognitive:	1	2	3	4	5	6
5. Identify appropriate activities for mixed-age groupings, and for each, describe:						
5a. adaptations needed						
5b. roles of children						
5c. roles of adults						
Application 1. Write a one week plan of aesthetic expression activities for a given group of school-age children.						
2. Self-evaluate the plan using recognized criteria for age-appropriate school-age curricula.						

CREATIVE EXPRESSION FOR THE SCHOOL-AGE CHILD

5.2 Demonstrate an understanding of adaptations needed for the school-age child with special needs when planning creative expression activities.						
Cognitive	1	2	3	4	5	6
1. Explain the benefits of including and integrating children with disabilities in creative expression activities.						
2. Describe ways of adapting art, music, journalism, and drama activities for children with:						
2a. physical disabilities						
2b. learning disabilities						
2c. hearing/visual disabilities						
Application: 1. Observe creative expression activities in an integrated school-age program and record instances of adaptations made for children with special needs in:						
1a. art						
1b. journalism (e.g. newspaper)						
1c. drama						
1d. music						
1e. movement						

CREATIVE EXPRESSION FOR THE SCHOOL-AGE CHILD

5.3 Summarize the environmental requirements needed for school-age creative expression activities.						
Cognitive:						
1. Describe the characteristics of an environment that is supportive of creative expression.						
2. Explain the need for a written activity plan which provides for flexibility, spontaneity, and children's input.						
3. Describe the room arrangement of furnishings, equipment, and space needed for indoor creative expression activities to include room size, enrollment, and storage facilities:						
3a. drama						
3b. art						
3c. music						
3d. journalism						
3e. movement						
4. Describe the arrangement of space, equipment, and furnishings needed for outdoor creative expression activities to include dimensions.						

CREATIVE EXPRESSION FOR THE SCHOOL-AGE CHILD

5.3 Summarize the environmental requirements needed for school-age creative expression activities.						
Application	1	2	3	4	5	6
1. Develop an environment that is supportive of creative expression:						
1a. Plan and design an indoor environment for mixed age groupings in a school-age program which provides for daily self-selected and teacher directed creative expressions in art, music, and drama.						
1b. Plan and design an outdoor environment for mixed age groupings in a school-age program which provides for daily self-selected and teacher directed creative expression in art, music, drama, and movement.						

CREATIVE EXPRESSION FOR THE SCHOOL-AGE CHILD

6.1 Implement creative expression activities at a school-age program.						
Cognitive	1	2	3	4	5	6
1. Identify and describe art, drama, music, and movement activities appropriate for individual stages and ages:						
1a. 5-7 year olds						
2b. 8-10 year olds						
3c. 10-12 year olds						
4d. mixed-aged groups						
2. Explain the importance of including the children in the planning process.						
3. Identify and describe art, drama, and music activities appropriate for mixed-age groupings.						
4. Describe the organizational steps and components of implementing a variety of creative expression activity centers that can be set up and taken down on a daily basis for:						
4a. art						
4b. music						
4c. drama						
4d. journalism/creative writing						
4e. movement						

CREATIVE EXPRESSION FOR THE SCHOOL-AGE CHILD

6.1 Implement creative expression activities at a school-age program.						
Cognitive	1	2	3	4	5	6
5. Identify needed supplies for each center.						
6. List ways of collecting free/donated materials for the centers.						
7. Plan a budget for needed supplies for each center based on projected needs and donations.						
8. Describe ways of introducing and providing, on a regular basis, exposure to high quality, multicultural literature, art, and drama activities that take into account the school-age child's need for self-selection.						
Application 1. Interview a group of school-age program children on their interests for planning creative art activity centers.						
2. Based on children's interviews and knowledge of age appropriate activities, write one week activity plans (to include needed supplies) for art, music, drama, and movement.						
3. Implement the written plans.						

CREATIVE EXPRESSION FOR THE SCHOOL-AGE CHILD

7.1	Explain the rationale for evaluating implemented creative expression activities in the school-age program.						
Cognitive		1	2	3	4	5	6
1.	Summarize the purposes of evaluation.						
2.	Explain the relationship between evaluation and program effectiveness.						
3.	Summarize the components of an effective evaluation.						
Application							
1.	Develop a student/parent evaluation form for creative expression activities.						
2.	Develop a self-evaluation form for creative expression activities.						

CREATIVE EXPRESSION FOR THE SCHOOL-AGE CHILD

7.2 Demonstrate skills needed to evaluate creative expression activities in the school-age program.						
Cognitive	1	2	3	4	5	6
1. Explain the need to assess activities on a continuous basis.						
2. Identify appropriate evaluation criteria in assessing activity content.						
3. Explain the role of observation and ancetedotal note-taking in evaluation.						
4. Explain the role of children and parents in the evaluation process.						
Application 1. Using observation and ancetedotal note-taking methods, evaluate a creative expression activity at a local school-age program.						
2. Using a self-designed survey, interview parents and children on implemented creative expression activities.						

Tutoring and Support Techniques For The School-Age Child

Course Description: This course provides instruction and practicum experiences for the preparation of one-to-one assistance with the school-age child in reading, writing, grammar, thinking, and problem solving; includes study of the role, responsibility and limitations of the tutor as a support to the regular school program; provides an overview of the Texas essential elements, and how to establish relationships with the teacher and parent of the child. Emphasizes skills for teaching children how to identify mistakes and solve problems; includes training on multicultural awareness and sensitivity.

Course Credit: 3 (2 lec/2 lab)

Sequence of Competencies by Learning Unit:

1.1 Explain the basis for tutoring children.

1.2 Demonstrate an understanding of the function of tutoring in the school-age program.

2.1 Demonstrate an understanding of human resources appropriate for tutoring school-age children.

2.2 Demonstrate an understanding of the personal qualities and abilities needed to be an effective tutor.

2.3 Recognize and respect cultural differences, local speech patterns, and idioms when working with school-age children.

3.1 Demonstrate an understanding of the collaboration needed between parent, child, and tutor/caregiver for school success.

3.2 Demonstrate an understanding of the collaboration needed between a child's school teacher and the tutor for school success.

4.1 Demonstrate an understanding of how the school-age child learns.

4.2 Explain the function of the Texas essential elements and their relationship to the tutorial environment.

4.3 Describe effective methods for assisting the child with reading, writing, and problem solving.

Tutoring and Support Techniques For The School Age Child

4.4 Plan an environment conducive to tutoring the school-age child.

5.1 Recognize the value of evaluation to the tutoring process.

6.1 Demonstrate an understanding of support techniques which enhance children's cognitive development in the school-age program.

COURSE: Tutoring And Support Techniques For The School-Age Child

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Unit 1: Rationale For Tutoring

Competency 1.1:

Explain the basis for tutoring children.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will explain the basis for tutoring children achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Identify and describe research findings which cite the benefits of tutoring on children's learning and emotional development.

   1a. multi-age grouping (informal tutoring)
   1b. peer-tutoring
   1c. adult to student tutoring

2. Explain the effects of age stratification in modern public schools.

Competency 1.1:

Explain the basis for tutoring children.

Suggested Activities:

1. Visit an elementary school where one or more tutoring programs are established. Observe and take notes on types of tutoring offered.

2. Research and write a report comparing the time children spend on school work, in classrooms and one-on-one tutoring or homework in America and other countries. Explain differences in learning outcomes based on time spent on school work.

3. Read current literature and discuss findings on what constitutes appropriate amounts of time for homework based upon age of child. Discuss application of findings to school-age tutoring program.

References:

U.S. Department of Education. What Works: Research About Teaching And Learning.

Stevenson, H.W. et. al., "Cognitive Performance and Academic Achievement Of Japanese, Chinese, And American Children," Child Development, Vol. 56.

Cooper, Hans. "Synthesis of Research On On Homework," Educational Leadership, pp 85-91.

COURSE: Tutoring And Support Techniques For The School-Age Child

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Unit 1: Rationale For Tutoring

Competency 1.2:

Demonstrate an understanding of the function of tutoring in the school-age care program.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will demonstrate an understanding of the function of tutoring in the school-age program achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Identify and describe the purposes of tutoring in a school-age care program.
    - 1a. assistance with completion of homework
    - 1b. development of skills identified by students, parent, or classroom teacher.
2. Explain the benefits and cautions of tutoring in the school-age program.
3. Delineate criteria to consider when including tutoring as part of a school-age care program.
4. Describe the importance of a relationship between the child's classroom teacher and the school-age tutoring program.

Competency 1.2:

Demonstrate an understanding of the function of tutoring in the school-age care program.

Application:

The Student will:

1. Interview a school-age program director and record how the program plans for the tutoring needs of children.
2. Observe tutoring at several school-age program sites; compare and contrast characteristics.

Competency 1.2:

Demonstrate an understanding of the function of tutoring in the school-age program.

Suggested Activities:

1. Begin a case study of one child in the school-age program. Interview his/her class room teacher on tutoring needs and suggestions for homework assistance.

2. Research and write a paper on the concept of mastery learning which includes an explanation of how tutoring contributes to the mastering of knowledge.

References:

COURSE: Tutoring And Support Techniques For The School-Age Child

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Unit 2: Tutor Characteristics

Competency 2.1:

Demonstrate an understanding of human resources appropriate for tutoring school-age children.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will demonstrate an understanding of human resources appropriate for tutoring school-age children achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Identify a variety of human resources appropriate for tutoring school-age children.

   1a. older age children
   1b. teenagers
   1c. adult program workers

2. Explain the common types of learning assistance appropriate for school-age children.

   2a. peer groups
   2b. individual peer groups
   2c. adult tutoring
   2.d. computer-based programs

Competency 2.1:

Demonstrate an understanding of human resources appropriate for tutoring school-age children.

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3. List the benefits of each kind of tutor:

   3a. peer groups
   3b. individual peer groups
   3c. adult tutoring
   3.d. computer-based programs

4. Identify ways of utilizing common types of learning assistance in the school-age program (e.g. collaborative learning through peer groups).

Application:

The Student will:

1. Observe common learning assistance situations; evaluate each type on effective learning.

Competency 2.1:

Demonstrate an understanding of human resources appropriate for tutoring school-age children.

Suggested Activities:

1. Invite or visit an educator familiar with computers and computer software to demonstrate computer-based tutoring programs which can be programmed to meet specific student needs. Discuss strengths and warnings of using such a program in the school-age child care program.

2. Interview a school principal or assistant principal on the uses made of adult volunteers and peer-groups in school tutoring programs. Share information with classmates and discuss how school-day program could be carried over to the school-age child care program.

References:

COURSE: Tutoring And Support Techniques For The School-Age Child

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Unit 2: Tutor Characteristics

Competency 2.2:

Demonstrate an understanding of the personal qualities and abilities needed to be an effective tutor.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will demonstrate an understanding of the personal qualities and abilities needed to be an effective tutor achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Give examples of the personal qualities needed to be an effective tutor.

    1a. reliability, dependability
    1b. helping attitude, self-esteem builder
    1c. confidentiality
    1d. flexibility
    1e. preparedness
    1f. respectful of rights of others

Competency 2.2:

Demonstrate an understanding of the personal qualities and abilities needed to be an effective tutor.

Cognitive:

2. Give examples of their personal abilities needed to be an effective tutor:

    2a. modeling of appropriate language and grammar
    2b. speaking to children at their level
    2c. knowledge of homework/subject being studied

3. Give examples of interpersonal skills needed to be effective in the tutorial relationship.

    3a. active listening skills
    3b. oral communication skills
    3c. motivation skills

4. Explain the reasons for requiring reference and criminal records checks for anyone working with children in the program.

5. Describe the procedures for checking references and criminal and health records of all staff (paid and volunteer) working with the children.

Application:

The Student will:

1. Develop a checklist of abilities and qualities a tutor needs to possess.
2. Using a developed checklist, observe a tutor with a tester and record qualities, abilities observed.
3. Collect reference request form(s) from a local child care center. Evaluate the form(s) for effectiveness in soliciting essential information.

Competency 2.2:

Demonstrate an understanding of the personal qualities and abilities needed to be an effective tutor.

Suggested Activities:	References:
1. Using role play, practice interviewing adult volunteers and program employees for suitability to tutoring in a school-age program.	
2. Interview the director of an elementary tutoring or resource room program on the training needed for a tutor to be effective with school-age children. Record information and share with classmates.	
3. Using role play, practice the written and verbal skills needed (letters, telephoning) when employing staff members and/or accepting volunteer help.	Richard, Mary M. Before And After School Programs: A Start-Up And Administration Manual. pp F/1-F/7.

COURSE: Tutoring And Support Techniques For The School-Age Child

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Unit 2: Tutor Characteristics

Competency 2.3:

Recognize and respect cultural differences, local speech patterns, and idioms when working with school-age children.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will recognize and respect cultural differences, local speech patterns and idiom when working with school-age children, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Explain the effects of biased attitudes and multicultural insensitivity on children's development.
2. Describe the components of an anti-bias school-age environment.
3. Distinguish between appropriate and inappropriate care provider attitudes and behaviors in creating an anti-bias environment.

Competency 2.3:

Recognize and respect cultural differences, local speech patterns, and idioms when working with school-age children.

Cognitive:

4. Distinguish between appropriate and inappropriate care provider attitudes and behaviors in creating an anti-bias environment.
5. List way of supporting and assisting children who don't speak English or speak non-standard English.

Application:

The Student will:

1. Using a checklist of multicultural sensitive behaviors, self-evaluate actions and attitudes displayed while working in a school-age program.

Competency 2.3:

Recognize and respect cultural differences, local speech patterns, and idioms when working with school age children.

Suggested Activities:

1. Complete self-awareness education inventory on multicultural attitudes.

2. Role play appropriate and inappropriate responses to instructor prepared situations involving children's use of language.

References:

Derman-Sparks, Louise. Anti-Bias Curriculum: Tools For Empowering Young Children. pp 111-118.

Jones, Elizabeth. "Meeting The Challenge of Diversity." Young Children. January 1992. pp. 12-18.

COURSE: Tutoring And Support Techniques For The School-Age Child

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Unit 3: Parent-Teacher-Tutor

Competency 3.1:

Demonstrate an understanding of the collaboration needed between parent, child and tutor/caregiver for school success.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will demonstrate an understanding of the collaboration needed between parent, caregiver for school success, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Explain the importance of including the parent/guardian in the tutoring relationship.
2. Describe the communication needed during the tutorial process.
3. Identify ways of collaborating with the parent/guardian for the child's school success.

Application:

The Student will:

1. Conference with a parent of a child to be tutored to collaborate on goals, objectives, schedules, a system of feedback, and evaluation of progress.

Competency 3.1:

Demonstrate an understanding of the collaboration needed between parent, child, and tutor/caregiver for school success.

Suggested Activities:

1. Plan for a conference with the parent or guardian of a case study child. Include questions, information on parent concerns and desires, goals, objectives, schedules, a system of feedback, and evaluation of progress in the tutoring program. Role play, with a classmate, information to be included in parent conference.

References:

Gestwicki, Carol. "Parent-Teacher Conferences," Home, School, And Community Relations, pp 197-224.

COURSE: Tutoring And Support Techniques For The School-Age Child

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Unit 3: Parent-Teacher-Tutor Relationships

Competency 3.2:

Demonstrate an understanding of the collaboration needed between a child's school teacher and the tutor for school success.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will demonstrate an understanding of the collaboration needed between a child's school teacher and the tutor for school success achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Explain the importance of including teachers in the tutoring program.
2. Describe the kinds of input needed from teachers when planning tutoring:

    2a. content/instructional strategies.
    2b. frequency and length of tutoring sessions/period.
    2c. extent of personal involvement in program.

3. Identify ways of communicating with the teacher to enhance the success of the child's learning.

Competency 3.2:

Demonstrate an understanding of the collaboration needed between a child's school teacher and the tutor for school success.

Application:

The Student will:

1. Conference with the teacher of a child to be tutored to establish a working relationship, set goals, and organize a collaborative framework.

Competency 3.2:

Demonstrate an understanding of the collaboration needed between a child's school teacher and the tutor for school success.

Suggested Activities:

1. Invite a group of elementary teachers, from different grade levels, to discuss their opinions, concerns, and suggestions for the tutoring and homework support of children in the school-age program.

1. Plan for a conference with the teacher of a case study child. Include questions/information on goals, objectives schedules, instructional strategies, frequency and length of tutoring sessions, and evaluation of progress in the tutoring program. Role play, with a classmate, interview information to be included in the teacher conference.

References:

COURSE: Tutoring And Support Techniques For The School-Age Child

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Unit 4: Planning

Competency 4.1:

Demonstrate an understanding of how the school-age child learns.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will demonstrate an understanding of how the school-age child learns achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Identify and summarize common determinants to learning:
    - 1a. genetic
    - 1b. disease and illness
    - 1c. family structure
    - 1d. social-cultural environment
    - 1e. school environment
    - 1f. learning styles
2. Explain the behavioral prerequisites needed for reading and writing:
    - 2a. listening
    - 2b. attending to task

Competency 4.1:

Demonstrate an understanding of how the school-age child learns.

Cognitive:

3. Give examples of the cognitive prerequisites needed for reading and writing:

    3a. auditory discrimination of letter sounds
    3b. auditory memory of patterns, sequences, and words
    3c. blending letter sounds with words
    3d. remembering the details of oral directions and stories
    3e. visual discrimination and analysis
    3f. visual memory
    3g. visual coordination, integration and comprehension
    3h. psychomotor coordination, dexterity

4. Outline Benjamin Bloom's taxonomy of education objectives and his theory on mastery learning.

5. Give examples of the components of instruction which impact positively on student learning:

    5a. structure in the ordering of learning task
    5b. way material is presented to student
    5c. amount and intensity of student participation
    5d. kinds of rewards and consequences for task performance

6. Identify and describe various learning styles.

Application:

The Student will:

1. Write a behavioral objective, to include specific tasks, for a school-age child who is experiencing problems with a specific subject.

Competency 4.1:

Demonstrate an understanding of how the school-age child learns.

Suggested Activities:	References:
1. View and discuss a film or films on learning disabilities, how learning disabilities hinder academic progress, and how tutors and support personnel can help students overcome learning disabilities.	McGraw-Hill. Hidden handicaps. film. Davidson Films. Specific Learning Disabilities In The Classroom. film.
2. Complete the exercise "What Do You Learn When?" and discuss answers with classmates and instructor. Discuss how the table could be used in planning tutoring sessions with specific children.	Straub, Richard . "What Do You Learn When?" The Developing Person Through Childhood And Adolescence: Instructor's Resource Guide. pp 411.
3. Complete self-paced tutor training to learn how to impart specific skills to tutees.	Koskinen, Patricia. "Sample Instructional Activities For Tutor-Training,"Developing A Successful Tutoring Program. pp 51-78.

COURSE: Tutoring And Support Techniques For The School-Age Child

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Unit 4: Planning

Competency 4.2:

Explain the function of the Texas essential elements and their relationship to the tutorial environment.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will explain the function of the Texas essential elements and their relationship to the tutorial environment, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Summarize the intent of the Texas essential elements in Texas public schools.
2. Outline the major content areas and objectives in the elements, kindergarten through grade 5.
3. Explain local minimum educational achievement standards established in conjunction with the essential elements.
4. Point out the tutor's need for awareness of the essential elements when tutoring a school-age child.
5. Point out cautions needed when tutoring a student on essential elements.

Competency 4.2:

Explain the function of the Texas essential elements for school-age children and their relationship to the tutorial environment.

Application:

The Student will:

1. Interview public elementary school teacher about instructional strategies used in teaching to the essential elements and record information.
2. Observe a public elementary school classroom and record essential elements covered, instructional strategies used. Recommend ways a tutor could assist a student who is having trouble with the material.

Competency 4.2:

Explain the function of the Texas essential elements and their relationship to the tutorial environment.

Suggested Activities:	References:
1. To gain a greater understanding on public school learning objectives, view and discuss a film on the Texas essential elements.	Texas Education Agency. Tape Library.
2. Participate in a quiz show on current Texas essential elements for grades Kindergarten through 3: . language arts . mathematics . social studies	Texas State Board of Education. Texas State Board of Education Rules For Curriculum.

COURSE: Tutoring And Support Techniques For The School-Age Child

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Unit 4: Planning

Competency 4.3:

Describe effective methods for assisting the child with reading, writing, and problem solving.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will describe effective methods for assisting the child with reading, writing, and problem solving achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Explain the relationship between a child's self-esteem and learning.
2. Identify ways of helping students feel good about themselves as learners (e.g. mark correct answers on student's paper, not incorrect ones).
3. Explain the purpose of analyzing children's previous performance mistakes in planning tutoring techniques.
4. Explain how Bloom's mastery learning model can be effectively utilized by the tutor and tutee.
5. List ways of assisting students in concentrating on their learning activities.
6. Describe ways of preparing students to complete work independently.
7. Describe techniques which teach children how to evaluate their own work.

Competency 4.3:

Describe effective methods for assisting the child with reading, writing, and problem solving.

Application:

The Student will:

1. Analyze a child's errors and write a plan of tutoring techniques based on the child's previous performance.
2. Using role play, demonstrate techniques which teaches a child how to evaluate his own work.

Competency 4.3:

Describe effective methods for assisting the child with reading, writing, and problem solving.

Suggested Activities:

1. With a classmate, role play strategies which encourage the tutee to pay attention to and respond to the daily objective or goal.

2. To better understand self-esteem in middle childhood, read a book written for a child in that age range. Share the issues facing children during the middle years to include teasing/ rejection from a peer group based on physical appearance.

References:

Koskinen, Patricia. "Tutoring Strategies That make A Difference," Tutoring: A Guide To Success. pp 16-26.

COURSE: Tutoring And Support Techniques For The School-Age Child

Unit 4: Planning

Competency 4.4:

Plan an environment conducive to tutoring the School-Age child.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will plan an environment conducive to tutoring the School-age child achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Describe the challenges and solutions in creating quiet space in the school-age care program.
2. Identify the environmental components needed in a school-age program for effective tutoring and independent work on school assigned homework (e.g. well-lit, quiet).

Application:

The Student will:

1. Develop a checklist of environmental components needed for effective homework study and tutoring; using the checklist evaluate a local school-age program for use of quiet space provided.
2. Given a specific school-age program, write an environment plan which supports independent study/leisure reading and tutoring.

Competency 4.4:

Plan an environment conducive to tutoring the school-age child.

Suggested Activities:

1. Prepare an oral report on safety factors to consider when planning the school-age program environment for independent study and tutoring.

2. From a teacher prepared booklet of local school-age child care program floor plans, write recommendations for two or more on using space to support independent study and tutoring.

References:

COURSE: Tutoring And Support Techniques For The School-Age Child

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Unit 5: Evaluation

Competency 5.1:

Recognize the value of evaluation to the tutoring process.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will recognize the value of evaluation to the tutoring process achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Describe the relationship between evaluation of instruction and children's learning outcomes.
2. List the elements in evaluating instructional strategies.
3. Identify ways of gathering information on instructional effectiveness.

Application:

The Student will:

1. Following a period of tutoring a child, evaluate instructional strategies employed; write needed changes.

Competency 5.1:

Recognize the value of evaluation to the tutoring process.

Suggested Activities:

1. Prepare a student evaluation form for use in assessing the tutoring program and staff.

2. Prepare a teacher evaluation form for assessing progress toward academic goals.

References:

Koskinen, Patricia. "Keeping Up With Student Interest: Evaluate The Tutoring Sessions," Tutoring: A Guide For Success. pp. 30-31.

COURSE: Tutoring And Support Techniques For The School-Age Child

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Unit 6: Support Techniques

Competency 6.1:

Demonstrate an understanding of support techniques which enhance children's cognitive development in the school-age program.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will demonstrate an understanding of support techniques which enhance children's cognitive development in the school-age program achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives:

Cognitive:

The Student will:

1. Explain how a developmentally appropriate school-age program can augment children's school success.
2. Explain how an open-ended environment that offers a variety of choices and activities can facilitate cognitive growth.
3. Describe ways of including reading and writing into program activities.
4. Describe ways of providing peer interaction which facilitates children's self-esteem.
5. Describe ways of providing opportunities for children to make their own decisions, solve problems, and use conflict resolution.

Competency 6.1:

Demonstrate an understanding of support techniques which enhance children's cognitive development in the school-age program.

Application:

The Student will:

1. Write a one week plan of student chosen activities which enhance children's cognitive development in the school-age program.

Competency 6.1:

Demonstrate an understanding of support techniques which enhance children's cognitive development in the school-age program.

Suggested Activities:

1. Role play ways of helping children, ages 5-12, resolve conflicts.

2. Write five or more activity cards which describe ways of facilitating positive social interaction between children in a given program.

References:

Kreidler. Creative Conflict Resolution.

Cherry, Clare. Please Don't Sit On The Kids.

TUTORING AND SUPPORT TECHNIQUES FOR THE SCHOOL-AGE CHILD

STUDENT COMPETENCY PROFILE

DIRECTIONS: Indicate the appropriate number to evaluate the degree of competency on a scale of 1 to 4:

RATING SCALE:

1 - Clearly Outstanding The student shows exceptional knowledge and/or performs the task skillfully with no instructional support or supervision.

2 - Satisfactory The student shows adequate knowledge or performs the task adequately with limited instructional support or supervision.

3 - Needs Improvement The student shows minimal knowledge and/or has difficulty performing the task independently and needs close instructional support or supervision.

4 - No Exposure or Experience in this Area

TUTORING AND SUPPORT TECHNIQUES FOR THE SCHOOL-AGE CHILD

1.1 Explain the basis for tutoring children.						
Cognitive	1	2	3	4	5	6
1. Identify and describe research findings which cite the benefits of tutoring on children's learning and emotional development.						
1a. multi-age grouping (informal tutoring)						
1b. peer-tutoring						
1c. adult to student tutoring						
2. Explain the effects of age stratification in modern public schools.						

TUTORING AND SUPPORT TECHNIQUES FOR THE SCHOOL-AGE CHILD

1.2	Demonstrate an understanding of the function of tutoring in the school-age care program.							
Cognitive			1	2	3	4	5	6
1.	Identify and describe the purposes of tutoring in a school-age care program.							
	1a.	assistance with completion of homework						
	1b.	development of skills identified by students, parent, or classroom teacher.						
2.	Explain the benefits and cautions of tutoring in the school-age program.							
3.	Delineate criteria to consider when including tutoring as part of a school-age care program.							
4.	Describe the importance of a relationship between the child's classroom teacher and the school-age tutoring program.							
Application								
1.	Interview a school-age program director and record how the program plans for the tutoring needs of children.							
2.	Observe tutoring at several school-age program sites; compare and contrast characteristics.							

TUTORING AND SUPPORT TECHNIQUES FOR THE SCHOOL-AGE CHILD

2.1 Demonstrate an understanding of human resources appropriate for tutoring school-age children.

Cognitive	1	2	3	4	5	6
1. Identify a variety of human resources appropriate for tutoring school-age children.						
1a. older age children						
1b. teenagers						
1c. adult program workers						
2. Explain the common types of learning assistance appropriate for school-age children.						
2a. peer groups						
2b. individual peer groups						
2c. adult tutoring						
3. List the benefits of each kind of tutor:						
3a. peer groups						
3b. individual peer groups						

TUTORING AND SUPPORT TECHNIQUES FOR THE SCHOOL-AGE CHILD

2.1 Demonstrate an understanding of human resources appropriate for tutoring school-age children.						
Cognitive 3c. adult tutoring						
4. Identify ways of utilizing common types of learning assistance in the school-age program (e.g. collaborative learning through peer groups).						
Application 1. Observe common learning assistance situations; evaluate each type on effective learning.						

TUTORING AND SUPPORT TECHNIQUES FOR THE SCHOOL-AGE CHILD

2.2 Demonstrate an understanding of the personal qualities and abilities needed to be an effective tutor.						
Cognitive	1	2	3	4	5	6
1. Give examples of the personal qualities needed to be an effective tutor.						
1a. reliability, dependability						
1b. helping attitude, self-esteem builder						
1c. confidentiality						
1d. flexibility						
1e. preparedness						
1f. respectful of rights of others						
2. Give examples of their personal abilities needed to be an effective tutor:						
2a. modeling of appropriate language and grammar						
2b. speaking to children at their level						
2c. knowledge of homework/subject being studied						
3. Give examples of interpersonal skills needed to be effective in the tutorial relationship.						
3a. active listening skills						
3b. oral communication skills						
3c. motivation skills						

TUTORING AND SUPPORT TECHNIQUES FOR THE SCHOOL-AGE CHILD

2.2 Demonstrate an understanding of the personal qualities and abilities needed to be an effective tutor.						
Application	1	2	3	4	5	6
1. Develop a checklist of abilities and qualities a tutor needs to possess.						
2. Using a developed checklist, observe a tutor with a tutee and record qualities, abilities observed.						

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TUTORING AND SUPPORT TECHNIQUES FOR THE SCHOOL-AGE CHILD

2.3 Recognize and respect cultural differences, local speech patterns, and idioms when working with school-age children.						
Cognitive	1	2	3	4	5	6
1. Explain the effects of biased attitudes and mulitculutral insensitivity on children's development.						
2. Describe the components of an anti-bias school-age environment.						
3. Distinguish between appropriate and inappropriate care provider attitudes and behaviors in creating an anti-bias environment.						
4. Distinguish between appropriate and inappropriate care provider attitudes and behaviors in creating an anti-bias environment.						
5. List ways of supporting and assisting children who don't speak English or speak non-standard English.						
Application 1. Using a checklist of multicultural sensitive behaviors, self-evaluate actions and attitudes displayed while working in a school-age program.						

TUTORING AND SUPPORT TECHNIQUES FOR THE SCHOOL-AGE CHILD

3.1 Demonstrate an understanding of the collaboration needed between parent, child, and tutor/caregiver for school success.						
Cognitive	1	2	3	4	5	6
1. Explain the importance of including the parent/guardian in the tutoring relationship.						
2. Describe the communication needed during the tutorial process.						
3. Identify ways of collaborating with the parent/guardian for the child's school success.						
Application 1. Conference with a parent of a child to be tutored to collaborate on goals, objectives, schedules, a system of feedback, and evaluation of progress.						

TUTORING AND SUPPORT TECHNIQUES FOR THE SCHOOL-AGE CHILD

3.2 Demonstrate an understanding of the collaboration needed between a child's school teacher and the tutor for school success.						
Cognitive	1	2	3	4	5	6
1. Explain the importance of including teachers in the tutoring program.						
2. Describe the kinds of input needed from teachers when planning tutoring:						
2a. content/instructional strategies.						
2b. frequency and length of tutoring sessions/period.						
2c. extent of personal involvement in program.						
3. Identify ways of communicating with the teacher to enhance the success of the child's learning.						
Application 1. Conference with the teacher of a child to be tutored to establish a working relationship, set goals, and organize a collaborative framework.						

TUTORING AND SUPPORT TECHNIQUES FOR THE SCHOOL-AGE CHILD

4.1 Demonstrate an understanding of how the school-age child learns.

Cognitive	1	2	3	4	5	6
1. Identify and summarize common determinants to learning:						
1a. genetic						
1b. disease and illness						
1c. family structure						
1d. social-cultural environment						
1e. school environment						
1f. learning styles						
2. Explain the behavioral prerequisites needed for reading and writing:						
2a. listening						
2b. attending to task						

TUTORING AND SUPPORT TECHNIQUES FOR THE SCHOOL-AGE CHILD

4.1 Demonstrate an understanding of how the school-age child learns.						
Cognitive	1	2	3	4	5	6
3. Give examples of the cognitive prerequisites needed for reading and writing:						
3a. auditory discrimination of letter sounds						
3b. auditory memory of patterns, sequences, and words						
3c. blending letter sounds with words						
3d. remembering the details of oral directions and stories						
3e. visual discrimination and analysis						
3f. visual memory						
3g. visual coordination, integration and comprehension						
3h. psychomotor coordination, dexterity						

TUTORING AND SUPPORT TECHNIQUES FOR THE SCHOOL-AGE CHILD

4.1 Demonstrate an understanding of how the school-age child learns.						
Cognitive	1	2	3	4	5	6
4. Outline Benjamin Bloom's taxonomy of education objectives and his theory on mastery learning.						
5. Give examples of the components of instruction which impact positively on student learning:						
5a. structure in the ordering of learning task						
5b. way material is presented to student						
5c. amount and intensity of student participation						
5d. kinds of rewards and consequences for task performance						
6. Identify and describe various learning styles.						
Application 1. Write a behavioral objective, to include specific tasks, for a school-age child who is experiencing problems with homework involving writing answers to reading comprehension questions.						

TUTORING AND SUPPORT TECHNIQUES FOR THE SCHOOL-AGE CHILD

4.2 Explain the function of the Texas essential elements and their relationship to the tutorial environment.						
Cognitive	1	2	3	4	5	6
1. Summarize the intent of the Texas essential elements in Texas public schools.						
2. Outline the major content areas and objectives in the elements, kindergarten through grade 5.						
3. Explain local minimum educational achievement standards established in conjunction with the essential elements.						
4. Point out the tutor's need for awareness of the essential elements when tutoring a school-age child.						
5. Point out cautions needed when tutoring a student on essential elements.						
Application 1. Interview a public elementary school teacher about instructional strategies used in teaching to the essential elements and record information.						
2. Observe a public elementary school classroom and record essential elements covered, instructional strategies used. Recommend ways a tutor could assist a student who is having trouble with the material.						

TUTORING AND SUPPORT TECHNIQUES FOR THE SCHOOL-AGE CHILD

4.3 Describe effective methods for assisting the child with reading, writing, and problem solving.						
Cognitive	1	2	3	4	5	6
1. Explain the relationship between a child's self-esteem and learning.						
2. Identify ways of helping students feel good about themselves as learners (e.g. mark correct answers on student's paper, not incorrect ones).						
3. Explain the purpose of analyzing children's previous performance mistakes in planning tutoring techniques.						
4. Explain how Bloom's mastery learning model can be effectively utilized by the tutor and tutee.						
5. List ways of assisting students in concentrating on their learning activities.						
6. Describe ways of preparing students to complete work independently.						
7. Describe techniques which teach children how to evaluate their own work.						
Application 1. Analyze a child's errors and write a plan of tutoring techniques based on the child's previous performance.						
2. Using role play, demonstrate techniques which teaches a child how to evaluate his own work.						

TUTORING AND SUPPORT TECHNIQUES FOR THE SCHOOL-AGE CHILD

4.4 Plan an environment conducive to tutoring the School-Age Child.						
Cognitive	1	2	3	4	5	6
1. Describe the challenges and solutions in creating quiet space in the school-age care program.						
2. Identify the environmental components needed in a school-age program for effective tutoring and independent work on school assigned homework (e.g.well-lit, quiet).						
Application 1. Develop a checklist of environmental components needed for effective homework study and tutoring; using the checklist evaluate a local school-age program for use of quiet space provided.						
2. Given a specific school-age program, write an environment plan which supports independent study/leisure reading and tutoring.						

TUTORING AND SUPPORT TECHNIQUES FOR THE SCHOOL-AGE CHILD

5.1 Recognize the value of evaluation to the tutoring process.						
Cognitive	1	2	3	4	5	6
1. Describe the relationship between evaluation of instruction and children's learning outcomes.						
2. List the elements in evaluating instructional strategies.						
3. Identify ways of gathering information on instructional effectiveness.						
Application 1. Following a period of tutoring a child, evaluate instructional strategies employed; write needed changes.						

TUTORING AND SUPPORT TECHNIQUES FOR THE SCHOOL-AGE CHILD

6.1 Demonstrate an understanding of support techniques which enhance children's cognitive development in the school-age program.						
Cognitive	1	2	3	4	5	6
1. Explain how a developmentally appropriate school-age program can augment children's school success.						
2. Explain how an open-ended environment that offers a variety of choices and activities can facilitate cognitive growth.						
3. Describe ways of including reading and writing into program activities.						
4. Describe ways of providing peer interaction which facilitates children's self-esteem.						
5. Describe ways of providing opportunities for children to make their own decisions, solve problems, and use conflict resolution.						
Application 1. Write a one week plan of student chosen activities which enhance children's cognitive development in the school-age program.						

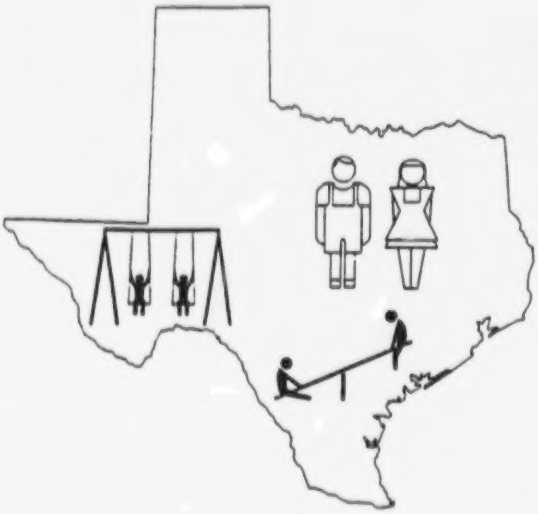
Appendix

EARLY CHILDHOOD PROFESSIONS

BEST COPY AVAILABLE

SPECIAL NEEDS PARAPROFESSIONAL SURVEY RESULTS

Tech Prep Child Development Project
Central Texas College



Prepared By

Marilyn Williams Harriman, M.Ed.
Central Texas College

April 1993

Special Needs Paraprofessional Survey Results
Tech Prep Child Development Project

Purpose of Study

The purpose of the survey was to determine the competencies needed to be an effective paraprofessional who works with children with special needs, ages newborn through age eight, in integrated settings. The Special Needs Paraprofessional, as identified in the state model Tech Prep Early Childhood Professions curriculum, requires advanced mastery skills. Prerequisites for this position include 30 college credit hours in Tech Prep Early Childhood Professions including Safety, Health and Nutrition, Child Growth and Development, Guidance Techniques and Group Management, and The Child With Special Needs. A questionnaire was sent to 100 organizations who are involved in the care and education of children with special needs. Sixty-three responses (63%) were returned.

Selection of Survey Participants

The participants for this study were selected using random and non-random sampling procedures. The Dependent Care Management Group's Inclusive Child Care Project provided names of organizations who care for children with special needs. Names were non-randomly and randomly selected for participation in the survey. One obstacle in obtaining information on competencies needed in integrated settings was the lack of integrated child care centers and educational settings in existence. Although the sample does include participants who work in integrated settings, most of those surveyed do not work in settings where both children with disabilities and children without disabilities are enrolled.

Instrument Design

The design features of the questionnaire, accompanying cover letter and follow up correspondence were constructed utilizing Dillman's *Mail And Telephone Surveys: The Total Design Method* (1978). The competencies included in the survey instrument were generated from several sources including research findings identified and/or expanded in *The Integrated Preschool Curriculum* by S.L. Odom; *Identified Competencies For Special Education Educational Aides*, San Antonio College; *A Guide For Including Children With Special Needs In Regular Preschool Programs*, by Carol Crowe, et. al.; *Mainstreaming The Handicapped Preschooler* by Head Start; *Training Manual For Exceptional Student Aides* by the Florida Diagnostic Resources Center; and input from the 1992-1993 Tech Prep Child Development Project Steering Committee members. Competencies were grouped in three areas: Including The Child With Special Needs In The Community, Integrated Learning Environments, and Advanced Guidance Techniques. The survey instrument was submitted to the Tech Prep Child Development Project Special Needs Paraprofessional Subcommittee. Their suggestions were used to refine the questionnaire.

Respondents were asked to circle each competency as **needed (N)** or **not needed (NN)** for the position of Special Needs Paraprofessional. They were asked to write in additional competencies as they saw needed. Additional information (title, education, major, degree, number of providers employed, and job opportunities and problems in the child care profession) was requested and respondents were encouraged to provide additional comments on the last page. The questionnaire was entitled: "Competencies For The Special Needs Paraprofessional."

Collection of Data

The questionnaire, cover letter, and a stamped self-addressed business-reply envelope were mailed January 19, 1993. Each cover letter was addressed to the participant and individually signed by the researcher. A follow-up postcard was mailed on January 26, 1993 to all participants in the sample, thanking those who had already returned the questionnaire and reminding those who had not to do so. The first mail out and follow-up postcard generated a response rate of 32% (32 questionnaires returned). All non-respondents were contacted by mail the week of February 1 with a letter and replacement questionnaire. This effort generated a total response rate of 63%.

Data Analysis

March 15 was determined as the cut-off date for returned surveys to be included in the data analysis. The competency information was compiled on the PC Files program of the IBM PC. Reports were generated using the free form report writer feature of the PC Files program. The program was written and executed by John Crigler, Programmer Analyst, Central Texas College.

Summary of Results

Demographic Information

Most of the respondents held a bachelor or master degree: Five percent had some college or an associate degree, fifty percent held a master degree, thirty two percent held a bachelor degree, and eleven percent held a doctorate. A variety of majors were reported including social work, psychology, educational administration, special education and its related fields, and early childhood education. Less than 40% of the respondents held degrees in early childhood education or special education. Many of the respondents were directors of early childhood intervention programs. Other titles listed included private child care center director, special education program coordinator, and school principal or superintendent.

Competencies

The competencies were counted as **needed** or **not needed** as circled by the respondents and totaled. Additional competencies were noted as written by the respondent. Each competency which received 20% or more "not needed" responses was reviewed and evaluated by the Tech Prep steering committee for deletion or retention. Additional suggested competencies were reviewed by the committee members for inclusion. The competencies are currently being refined and developed into three courses: The Child With Special Needs In The Community, Integrated Environments, and Advanced Guidance Techniques.

A summary of survey responses follows.

SPECIAL-NEEDS PARAPROFESSIONAL COMPETENCIES

Survey Results: To simplify reporting, the total number of respondents (of 63 surveys received) who stated that a competency was **not needed** (NN) is recorded only.

FUNCTIONAL AREA: Including The Child With Special Needs In The Community	NN
1. Explain the intent of the Americans with Disabilities Act.	12
2. List and describe the benefits of including children with disabilities in a child care center, educational program, or family day home.	2
3. Recognize and describe the resources and support needed for successful integrated programs.	7
4. List and describe common barriers to successful integrated programs.	10
5. Demonstrate an understanding of composition, roles, and function of interdisciplinary teams in the integrated setting (e.g. psychologists; speech, occupational, and physical therapists; nurses and physicians; social workers, family members).	5
6. Demonstrate an understanding of own role and participate as an interdisciplinary/transdisciplinary team member.	0
7. Demonstrate an understanding of, and assist in, assessment methods and procedures used by professionals in an interdisciplinary team.	9
8. Exhibit appreciation for and facilitate involvement of the family and community in the educational process.	4
9. Demonstrate a working knowledge of the various levels of advocacy and identify when advocacy is needed.	8
10. Identify common advocacy tools.	14
11. Assist in advocacy efforts.	22
12. Demonstrate professional ethics when working with children and their families, colleagues, community agencies and interdisciplinary team members.	0
13. Demonstrate teamwork skills when working with colleagues and interdisciplinary team members.	0

FUNCTIONAL AREA: Integrated Learning Environments	NN
1. Explain the kinds of special education programs that are available for infants, toddlers and preschool children.	8

2. Demonstrate an understanding of the National Association For the Education of Young Children and Association of Teacher Educators' Position statement on early childhood special education teacher certification guidelines.		24
3. Identify and discuss provider characteristics needed in successful integrated classrooms.		8
4. Explain role, responsibilities and limitations of the special needs paraprofessional in the integrated environment.		2
5. Describe the composition and function of an interdisciplinary team serving children with special needs.		3
6. Participate as a team member in the interdisciplinary team.		3
7. Describe the purpose of an individual plan (ISFP,IEP, IDP) for each child in the integrated setting.		3
8. Describe and assist in procedures for developing and updating an individual plan for each child.		6
9. Evaluate and arrange appropriate environments for children in integrated settings.		8
10. Demonstrate an understanding of recommended curriculum for use in the integrated setting.		8
11. Implement daily lesson plans developed from IEPs.		1
12. Use appropriate learning techniques with children enrolled.		0
13. Observe, record, and report to supervisor students' progress on individual tasks.		1
14. Tolerate a wide range of differences and respect multicultural diversity.		0
15. Demonstrate physical management skills needed when working with children with special needs.		
a.	lifting	0
b.	assisting child to walk during a change of position	0
c.	assisting a child who has lost his/her balance	0
d.	walking down stairs	0
e.	horizontal lifting	0
f.	carrying	0
g.	self-protection techniques	1
16. Demonstrate care skills needed for assisting the child with disabilities.		
a.	feeding	1
b.	dressing	0
c.	exercising	0

17. Demonstrate skills needed when communicating with the child with disabilities.	
a. oral approach (lip-reading)	13
b. signing	8
c. finger spelling	12
18. Describe and use current technology available on the market to assist the child with special needs in learning.	10
19. Recognize issues related to the death and dying of enrolled children in integrated settings.	6

FUNCTIONAL AREA: Advanced Guidance Strategies

	NN
1. Cite barriers to social integration of children with handicaps and children without handicaps.	14
2. Identify and explain the benefits of socially integrating children.	4
3. Engage in advocacy efforts for a successful integrated program.	17
4. Explain the relationship between environmental arrangement and behavior of children in integrated settings.	8
5. Arrange environment for children's emotional growth and positive interactions.	2
6. Explain the relationship between teacher attitudes, behaviors, and classroom management strategies and the behavior of the children in integrated settings.	12
7. Identify, describe, and model positive social behaviors which facilitate children's social integration and development.	2
8. Directly express enjoyment of children to them (e.g. smiles, positive touching).	0
9. Evaluate major guidance approaches for use in the integrated program.	16
10. Utilize an eclectic guidance approach with all children.	0
11. Explain why children should never be threatened, yelled at, isolated, or shamed.	1
12. Explain the role of social assessment instruments and the Individual Education Plan in setting goals for emotional and social growth.	17
13. Identify and explain common social assessment instruments.	23
14. Assist in administering social assessment instruments with children.	16
15. Participate as a member on the inter-disciplinary team for children served.	4

16. Implement team/supervisor recommended guidance procedures with children.	1
17. Explain the importance of play in facilitating social integration and emotional growth of all children.	2
18. Implement developmentally appropriate integration activities.	1
19. Describe the purpose and appropriate use of one-to-one social development activities and instructions.	10
20. Engage in one-to-one social skill development activities and instructions with children.	1
21. Observe and record children's behavior for goal setting, tracking, and assessment purposes.	2
22. Identify skills needed when working with children with behavior disorders.	2
23. Communicate effectively with children's parents to obtain information, give information, and assist in collaborative guidance objectives.	3

ADDITIONAL COMPETENCIES:

INCLUDING THE CHILD WITH SPECIAL NEEDS IN THE COMMUNITY:

- Identify appropriate marketing tools.
- Assist in community awareness- public relations efforts.
- Understand and develop a business plan.
- Show skills in effective time management for self and as part of a service delivery team.
- Be willing to adapt to a variety of classrooms and/or instructional settings.
- Demonstrate an understanding of working from a family focused point of view when working with children ages 0-3.
- Demonstrate an understanding of the importance of confidentiality.
- Demonstrate competence in English and/or Spanish oral language.
- Appreciate creativity in young children.
- Demonstrate patience and willingness to wait the extra few minutes a child may require to accomplish a task.
- Tolerate multiple misbehaviors; be able to redirect misbehavior(s).
- Be able to remain calm during emergencies.
- Know how to organize parent support groups.

INTEGRATED LEARNING ENVIRONMENTS:

- (Demonstrate) non-verbal communication skills.
- Use cross-over technique to include activities from IEP in a regular lesson plan.
- Utilize simple, consistent language; allow child time to respond.
- Recognize specific strategies and competencies needed to assist children who are medically fragile with health related needs.
- Recognize the proposed activities established by the Texas Education Agency to achieve the goals in the Leadership Initiative For Improving Special Education Services In Texas.
- Demonstrate consistent behavior management skills needed when working with children with special needs.

- Demonstrate tactfulness with parents.
- (Demonstrate) listening skills.
- Know when to refer a child to a specialist.

ADVANCED GUIDANCE STRATEGIES:

- Observe interdisciplinary team.
- Explain the purpose of the Family Educational Rights To Privacy Act (FERPA).
- Demonstrate an understanding of the importance of group activities to promote learning and integration of children with disabilities.
- Be knowledgeable in small, large muscle development; sensory motor activities.

Comments

Hiring/Retention Problems

Low pay, lack of training, experience and/or maturity were the most frequently cited problems in the profession of caring for children with special needs. Examples of these comments follow:

- "The low pay for paraprofessionals makes it difficult to keep good staff."
- "There aren't trained paraprofessionals out there. There needs to be a state mandate that child care providers be systematically trained by an accredited school or college."
- "The major problem we encounter (in hiring) is the low salary."
- A maturity level is often lacking which is needed for working effectively with families and professionals."

General remarks

The most frequent general comment was that hands-on experience is imperative for implementing theory and techniques learned in the classroom. An Example of these comments follows:

- "Wherever and however they are trained, be sure to get practical hands-on experience with real challenging children so that they know what they are doing--not just theory. We don't need graduates who say 'I love special needs children and believe in integration' and then faint when they have to deal with their first burned child-- it takes a lot more than good intentions to do something to help the children."

A few of those who responded with several or more **not needed** answers offered comments such as "Some of the competencies in the survey are beyond the scope of the paraprofessional's role." These comments were offset by comments such as "There is an unbelievable need for this kind of training for aides."

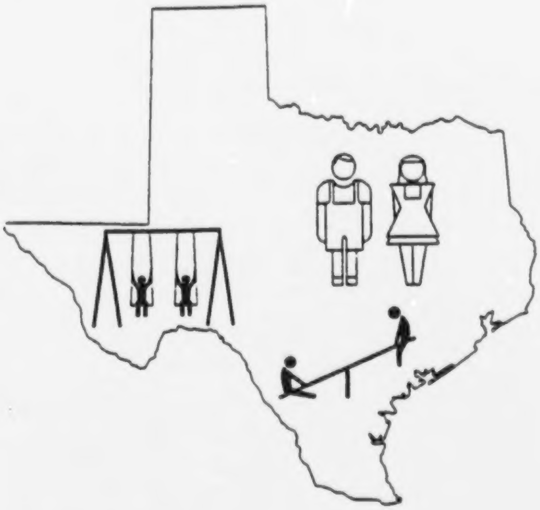
The Tech Prep Child Development Project is committed to utilizing the information gained by this survey to produce and implement advanced skills courses that, taken in conjunction with previous Tech Prep Early Childhood Professions course work, will train students to work effectively with children with special needs. Completion of advanced skills courses for the Special Needs Paraprofessional is scheduled for June 1993. If you are interested in finding out more about the Tech Prep Special Needs Paraprofessional curriculum, please write to the project director before June 1, 1993:

Marilyn Harriman
Tech Prep Child Development Project
Central Texas College
P.O. Box 1800
Killeen, Texas 76540-9990

Thank you for your help!

SCHOOL-AGE CHILD CARE SPECIALIST SURVEY RESULTS

2+2 Tech Prep Child Development Project
Central Texas College



Prepared By

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April 1993

School-Age Child Care Specialist Survey Results
Tech Prep Child Development Project

Purpose of Study

The purpose of the survey was to determine the competencies needed to be an effective school-age child care specialist who works on site as a director of a program and its activities. The position of school-age child care specialist, as identified in the state model Tech Prep Early Childhood Professions curriculum, requires advanced mastery skills. Prerequisites for this position include 30 college credit hours in Tech Prep Early Childhood Professions including Safety, Health and Nutrition, Child Growth and Development, Guidance Techniques and Group Management, and Learning Environments, Materials and Activities For Children Ages five through Pre-adolescence. A questionnaire was sent to 100 school-age child care professionals throughout the state of Texas. Sixty responses (60%) were returned.

Selection of Survey Participants

The participants for this study were selected using random sampling procedures. The Texas School-Age Child Care Association provided a list of members from which names were randomly selected.

Instrument Design

The design features of the questionnaire, accompanying cover letter and follow up correspondence were constructed utilizing Dillman's *Mail And Telephone Surveys: The Total Design Method* (1978). The competencies included in the survey instrument were generated from several sources including final results of a 1992 Delphi survey conducted by Teaching Strategies, Inc.: *Competencies Needed By Staff Caring For Children And Youth In Army School-Age Programs;* two publications produced by Project Home Safe of the American Home Economics Association: *Quality Criteria For School-Age Child Care Programs* and *Developmentally Appropriate Practice In School Age Child Care Programs*, and input from the 1992-1993 Tech Prep Child Development Project Steering Committee members. Competencies were grouped in three areas: Recreational Activities, Creative Expression, and Tutoring And Support Techniques. The survey instrument was submitted to the Tech Prep Child Development Project School-Age subcommittee. Their suggestions were used to refine the questionnaire.

Respondents were asked to circle each competency as **needed (N)** or **not needed (NN)** for the position of School-Age Child Care Specialist. Respondents were asked to write in additional competencies as they saw needed. Additional information (title, education, major, degree, number of providers employed, and job opportunities and problems in the child care profession) was requested and respondents were encouraged to provide additional comments on the last page. The questionnaire was entitled: "Competencies For The School-Age Child Care Specialist."

Collection of Data

The questionnaire, cover letter, and a stamped self-addressed business-reply envelope were mailed January 19, 1993. Each cover letter was addressed to the participant and individually signed by the researcher. A follow-up postcard was mailed on January 26, 1993 to all participants in the sample, thanking those who had already returned the questionnaire and reminding those who had not to do so. The first mail out and follow-up postcard generated a response rate of 41% (41 questionnaires returned). All non-respondents were contacted by mail the week of February 1 with a letter and replacement questionnaire. This effort generated a total response rate of 60%.

Data Analysis

March 15 was determined as the cut-off date for returned surveys to be included in the data analysis. The competency information was compiled on the PC Files program of the IBM PC. Reports were generated using the free form report writer feature of the PC Files program. The program was written and executed by John Crigler, Programmer Analyst, Central Texas College.

Summary of Results

Demographic Information

Most of the respondents held a bachelor or master degree. Six percent of the respondents had some college or an associate degree, thirty-eight percent held a bachelor degree, twenty-five percent held a master degree, and seven percent had a Ph.D. Degree majors included elementary education, child development, educational administration, family studies, social work, recreation, English, music education, and animal science. Less than 50% of the respondents had course work or degrees in child development or elementary education. The respondents worked in programs that employed as few as three child care specialists and as many as 200. A majority of the respondents were center directors followed by principal of an elementary school and program coordinators.

Competencies

The competencies were counted as **needed or not needed,** as circled by the respondents, and totaled. Additional competencies were noted as written by the respondent. Each competency which received 20% or more "not needed" responses was reviewed and evaluated by the Tech Prep steering committee for deletion or retention. Additional suggested competencies were reviewed by the committee members for inclusion. The competencies are currently being refined and developed into three courses: Recreational Activities For The School-Age Child, Creative Activities For The School-Age Child, and Tutoring Support and Techniques.

A summary of survey responses follows.

SCHOOL-AGE CHILD CARE SPECIALIST COMPETENCIES

Survey Results: To simplify reporting, the total number of respondents (of 60 surveys received) who stated that a competency was **not needed** (NN) is recorded only.

FUNCTIONAL AREA: Recreational Activities For the School-Age Child	NN
1. Trace the historical roots and significant theories of play in the lives of children.	25
2. Describe characteristics of school-age children to consider when planning activities.	2
a. Transition years: 5 - 7	
b. Middle years: 8 - 10	
c. Pre-adolescence: 10 - 12	
3. Demonstrate an understanding of the role of competition in our society, and its influence and effect on school-age children.	7
4. List the benefits of non-competitive, team-building activities in the school-age program.	1
5. Identify and describe age appropriate games and recreational activities for the school-age child.	0
6. Explain the benefits of including children with disabilities in the school-age program.	1
7. Organize and facilitate games/recreational activities for school-age children.	
a. 5 - 7 year olds	3
b. 6 - 8 year olds	2
c. 10 - 12 year olds	3
d. mixed age groups	2
8. Arrange and organize space for appropriate indoor and outdoor school-age recreational activities.	0
9. Identify considerations and adaptations needed when planning activities for mixed school-age groupings and children with special needs.	1
10. Demonstrate an understanding of indoor/outdoor safety practices in school-age settings.	1
11. Distinguish between safe and unsafe recreational equipment and materials.	2
12. Possess current first aid/child CPR certificates.	2
13. Evaluate outdoor playgrounds for positive emotional and physical growth:	7
a. traditional playground	12
b. creative playground	10
c. manufactured, fixed, multipurpose structures	11

14. Identify and demonstrate characteristics needed to be effective when working with school-age children:

a.	enjoys playing with children	2
b.	enjoys fun	2
c.	possess sense of humor	2
d.	active listening skills	1
e.	ability to set limits	1
f.	positive guidance techniques	1

15. Describe and demonstrate common play leadership theories:

a.	free discovery model	8
b.	prompted discovery model	12
c.	directed discovery model	12
d.	play tutoring	10

16. Demonstrate program staff teamwork skills needed in operating a school-age program. 0

FUNCTIONAL AREA: Creative Expression For The School-Age Child NN

1. Describe major theories and trends of creative expression in school-age children from the 1800's to the present day. 34

2. Describe characteristics of school-age children to consider when planning drama, music, arts and crafts activities 0

3. Demonstrate an understanding of the diversity of aesthetic expression in our society and its influence and effect on school-age children. 11

4. Define the care provider's role as facilitator in developing the child's aesthetic expression and appreciation. 6

5. Describe teacher characteristics needed for effective facilitation of aesthetic expression:

a.	tolerates individuality	1
b.	appreciates the creative process	2
c.	views music and drama as integral to program	5
d.	knowledge of age appropriate creative expression activities	2
e.	understands stages in growth and development of the school-age child	0
f.	understands need for student-chosen activities	0
	over instructor-selected activities	0
g.	willingness and ability to offer choices, options	0

6. Describe and provide ways for self expression of children's ideas and thoughts through art, drama, music, and crafts. 2

7. Identify criteria for selecting drama, art, and music activities. 1

8. Identify and avoid inappropriate, non-aesthetic activities:	
a. prescribed models/products	6
b. dittos	6
c. pattern and color books	6
9. Describe ways of introducing and providing, on a regular basis, high quality, multicultural literature, art, and drama.	6
10. Plan and implement creative expression (music, drama, art, crafts) activity centers:	
a. 5 - 7 year olds	4
b. 8 - 10 year olds	4
c. 10 -12 year olds	5
d. mixed age groups	3
11. Demonstrate an understanding of facilitation skills needed in assisting children in producing a play, newspaper, art or music project.	2
12. Describe ways of insuring inclusion of all children in music, art, drama, and craft activities.	1

FUNCTIONAL AREA: Tutoring and Support Techniques	NN
1. Demonstrate an understanding of child growth and development principles for children of school-age years.	2
2. Demonstrate an understanding of how the school-age child learns (e.g. to read and write)	3
3. Demonstrate an understanding of Texas essential elements for primary/school-age children.	18
4. Model appropriate language and grammar with children.	0
5. Recognize and respect cultural differences, local speech patterns, and idioms.	1
6. Support children who don't speak English or speak non-standard English.	2
7. Build reading and writing into program activities and themes.	9
8. Provide a quiet, well-lit area for children to work on homework.	1
9. Speak to children at their level.	1
10. Describe effective methods for assisting the child:	
a. with reading.	1
b. with problem solving.	1
c. with writing.	0

11. Use instructional techniques that are designed to develop children's self-esteem, sense of competence, and positive feeling toward working.	1
12. Demonstrate an understanding of collaborative learning through peer groups/peer tutoring.	4
13. Demonstrate techniques which teach children how to evaluate their own work.	4
14. Analyze children's errors and plan tutoring techniques based on children's previous performance.	11
15. Demonstrate techniques for positive team interaction between parent, child and tutor/caregiver for school success.	1

Additional Competencies:

RECREATIONAL ACTIVITIES:

- Promote multicultural activities.
- (Demonstrate) positive discipline skills.
- (Demonstrate) organizational skills.
- Know how to utilize available playground.
- Know and utilize counseling techniques with parents/children.
- know mediation skills.
- (Demonstrate) an understanding of today's families.
- Training in good nutrition, basic needs of school-age children.
- (Demonstrate) public relations skills
- Demonstrate an understanding of recycling.
- Know how to organize and implement summer and break programs when children are in all day care.
- Demonstrate and list ways to move from one activity to another- transition time.
- Recognize when child needs rest instead of additional activity.
- Ability to list ways of getting child's attention, e.g. hand signals.
- Recognize ADHD children and (know how to) meet their needs.
- Meet the special needs of children of divorce.
- (Demonstrate) a child-centered philosophy.
- Provide opportunities to self-teach.
- (Recognize that) not every child has to participate.
- (Demonstrate an understanding of) state and NAEYC standards.

CREATIVE ACTIVITIES FOR THE SCHOOL-AGE CHILD:

- Identify the relationship between choice and creativity.
- Develop an environment that is supportive of creative expression.

TUTORING AND SUPPORT TECHNIQUES:

- Know how to work with child's school.
- Know how to work with parents and their expectations in completing homework while in care program.
- Demonstrate techniques or ways to communicate with school personnel.
- Demonstrate an understanding of balancing theory and practice.
- Demonstrate an ability to recruit volunteers for program enrichment opportunities.

- Demonstrate an ability to collaborate with other community agencies serving school-age children.
- Demonstrate a variety of techniques in involving parents in the program.
- Demonstrate techniques for dealing with children with behavioral problems.

Comments

The most frequent comment was that these courses are long overdue and much needed. The most common general suggestion was that the school-age child care on-site program director needs administrative skills to include hiring, firing, accounting and budget management.

Low pay, lack of opportunity for full-time employment, odd work hours, lack of training of providers, and high turnover were the most frequently cited problems in the school-age child care profession. Examples of these comments follow:

- "Many people who are highly qualified for our positions will not take the jobs because of the few hours and not enough pay. We have no full-time positions."
- "The hours are strange and clientele demanding."
- "We use mostly college students who graduate and move away."
- "Not enough field experiences in working with young children. Many teachers think if they have completed a classroom management course, they know everything."
- "It is not career-oriented because it is usually part-time."
- "Lack of experience with children and (lack of) knowledge of children's abilities and needs (is a problem)."
- "It is hard to find qualified people interested in working the after school hours.
- "Finding quality people for the amount of pay (is a problem)."

The Tech Prep Child Development Project is committed to utilizing the information gained by this survey to produce and implement advanced skills courses that, taken in conjunction with previous Tech Prep Early Childhood Professions course work, will train students to work effectively with school-age children. Completion of advanced skills courses for the school-age child care specialist is scheduled for June 1993. If you are interested in finding out more about the Tech Prep School-Age Child Care Specialist curriculum, please contact Marilyn Harriman before June 1, 1993. Write To:

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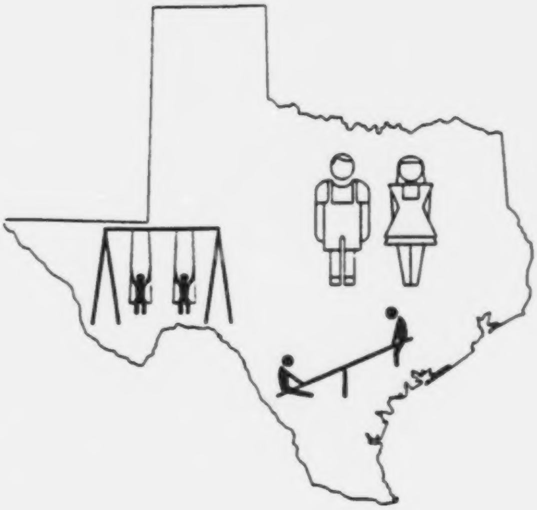
Project Director
Tech Prep Child Development Project
Central Texas College
P.O. Box 1800
Killeen, Texas 76540-9990

Thank you for your help!

COMPETENCIES FOR THE EARLY CHILDHOOD PROFESSIONAL WHO COORDINATES EDUCATIONAL ACTIVITIES

SURVEY RESULTS

Tech Prep Child Development Project
Central Texas College



Prepared By

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April 1993

819

Competencies For The Early Childhood Professional Who Coordinates Educational Activities

Tech Prep Child Development Project

Purpose of Study

The purpose of the survey was to determine the competencies needed to be an effective early childhood professional who coordinates educational activities in a setting which serves children ages newborn through age 8. The professional who coordinates educational activities at a center setting, as identified in the state model Tech Prep Early Childhood Professions curriculum, requires advanced mastery skills in addition to the requirements of an Associate of Applied Science degree. Prerequisites for this position include 30 college credit hours in Tech Prep Early Childhood Professions including Safety, Health and Nutrition, Child Growth and Development, Guidance Techniques and Group Management, and Learning Environments, Materials, and Activities For Children Ages Newborn Through Pre-Adolescence. A questionnaire was sent to 85 child care center directors and all 37 Texas junior colleges who offer associate degrees in child development. Fifty-eight responses (48%) were returned.

Selection of Survey Participants

The participants for this study were selected using random and non-random sampling procedures. The Texas Department of Protective And Regulatory Services provided a random list of 300 licensed child care centers in Texas from which 85 centers were randomly selected. The 37 junior colleges in Texas who award Associate of Applied Science (A.A.S.) degrees in child development were sent a questionnaire.

Instrument Design

The design features of the questionnaire, accompanying cover letter and follow up correspondence were constructed utilizing Dillman's *Mail And Telephone Surveys: The Total Design Method* (1978). The competencies included in the survey instrument were generated from several sources including *EXCET Examination For The Certification Of Educators In Texas: Test Framework Field 14 Early Childhood Education (Effective October 1993)*, Texas Education Agency; *Guidelines For Appropriate Curriculum Content And Assessment In Programs Serving Children Ages Three Through Eight: A Position Statement of The National Association For The Education Of Young Children and The National Association of Early Childhood Specialists In State Departments Of Education;* "Instructional Aids Course Syllabus", Central Texas College, Child Development Department; and input from the 1992-1993 Tech Prep Child Development Project Steering Committee members. Competencies were grouped in four areas: Curriculum Design For Young Children, Communication Skills For Young Children, Thinking And Problem Solving Across The Curriculum, and Media Communications And Technology For Young Children. The survey instrument was submitted to the Tech Prep Child Development Project Curriculum Coordinator Subcommittee. Their suggestions were used to refine the questionnaire.

820

Respondents were asked to circle each competency as **needed (N)** or **not needed (NN)** for the position of the early childhood professional who coordinates educational activities and assures developmentally appropriate practice in settings serving young children. Additionally, respondents were asked to mark which professional title best fit the skills required for this position: Curriculum Coordinator, Lead Teacher, Assistant Director, Educational Activity Coordinator, or Other:____________. They were asked to write in additional competencies as they saw needed. Additional information (title, education, major, degree, number of providers employed, and job opportunities and problems in the child care profession) was requested and respondents were encouraged to provide additional comments on the last page. The questionnaire was entitled: "Competencies For The Early Childhood Professional Who Coordinates Educational Activities."

Collection of Data

The questionnaire, cover letter, and a stamped self-addressed business-reply envelope were mailed February 2, 1993. Each cover letter was addressed to the participant and individually signed by the researcher. A follow-up postcard was mailed on February 9, 1993 to all participants in the sample, thanking those who had already returned the questionnaire and reminding those who had not to do so. The mail out and follow-up postcard generated a response rate of 48% . A third mailing with a replacement questionnaire was not sent to non-respondents in this study because of time constraints and the adequate sample received from the initial mailing and follow-up postcard.

Data Analysis

March 15 was determined as the cut-off date for returned surveys to be included in the data analysis. The competency information was compiled on the PC Files program of the IBM PC. Reports were generated using the free form report writer feature of the PC Files program. The program was written and executed by John Crigler, Programmer Analyst, Central Texas College.

Summary of Results

Demographic Information

The respondents had diverse educational backgrounds. Of the 22 junior college child development department personnel who responded, all but five held a master's degree in child development or a related field. Four held a doctorate and one held a bachelor's degree. The 36 child care center directors who responded had varied educational experience. One held a GED, one had a high school diploma, eleven had completed some college or held an associate degree, 13 held a bachelor degree, eight held a master degree, and two did not answer the question. The degree majors of the child care center directors included child development, elementary education, business, art, science, English, and social work. Less than 30% of the directors had course work or degrees in early childhood or child development.

Competencies

The competencies were counted as **needed** or **not needed** as circled by the respondents and totaled. Additional competencies were noted as written by the respondent. Each competency which received 20% or more "not needed" responses was reviewed and evaluated by the Tech Prep steering committee for deletion or retention. Additional suggested competencies were reviewed by the committee members for inclusion.

A summary of survey responses follows.

Competencies For The Early Childhood Professional Who Coordinates Educational Activities

Survey Results on Appropriate Position Title: Respondents were asked, "Please give your opinion on an appropriate title for the early childhood professional who coordinates educational activities and assures developmentally appropriate practice in a setting serving young children. The professional who coordinates educational activities may hold any number of positions in a child care center: Lead Teacher and Assistant Director are just a couple." **(Note: Some respondents checked more than one title)**

27	Curriculum Coordinator
10	Lead Teacher
8	Assistant Director
17	Educational Activity Coordinator

Survey Results on Competencies: To simplify reporting, only the total number of respondents (of 58 surveys received) who stated that a competency was **not needed** (NN) is recorded.

FUNCTIONAL AREA: Curriculum Design For Young Children	**NN**
1. Demonstrate an understanding of the National Association For The Education of Young Children's Position Statement on Developmentally Appropriate Assessment of Young Children.	11
2. Survey and evaluate commonly used assessment and screening instruments designed for use with young children.	13
3. Evaluate commercially produced curricula for developmental appropriateness.	8
4. Study a variety of curricula organization methods (e.g. Thematic/topical).	12
5. Compile a developmentally appropriate curriculum guide for ages birth through 8.	12

6. Implement a developmentally appropriate curriculum for a program which serves young children.	1
7. Describe and give examples of leadership skills needed when choosing and implementing a curriculum in a program serving young children.	13
8. Describe and give examples of collaboration/teamwork skills needed in implementing a curriculum program.	7
9. Demonstrate collaboration and teamwork skills needed in implementing a curriculum program.	8
10. Evaluate an implemented curriculum program.	3

FUNCTIONAL AREA: Communication Skills For Young Children

	NN
1. Explain the relationship between chronological/developmental age and appropriate selection of language development activities.	4
2. Demonstrate an understanding of children's receptive language development and provide opportunities for growth in communication skills:	5
a. Use speaker's voice tone and nonverbal cues to aid in comprehending verbal messages.	5
b. Ask questions for clarification of oral messages, following directions.	3
c. Read from a wide variety of children's books.	0
d. Provide opportunities for participation in discussions.	2
3. Demonstrate an understanding of expressive language development and provide opportunities for expressive language growth:	
a. drama	3
b. art	1
c. story telling	0
d. music	2
4. Create a language rich classroom environment that fosters a positive disposition toward literacy and encourages emergence of literacy.	2
5. Explain the purposes and goals of literature in the child development program.	10
6. Describe the stages of reading readiness.	5
7. Identify and explain the criteria for selecting literature for young children; compile a list of recommended book titles.	6
8. Explain the relationship between reading and writing readiness.	8

9. Prepare and implement child-directed reading, writing, and speaking environments and activities.	5
10. Prepare and implement teacher directed reading, writing and speaking activities.	7
11. Adapt literature, writing, and speaking curriculum and environments for the child with special needs.	6

FUNCTIONAL AREA: Thinking and Problem Solving Across The Curriculum

	NN
1. Demonstrate an understanding of cognitive development of young children.	1
2. Distinguish appropriate and inappropriate assessment instruments which measure cognition skills in young children.	9
3. Utilize appropriate assessment instruments which measure cognition skills in young children.	15
4. Demonstrate an understanding of factors that contribute to the development of self-concept and self-autonomy in young children and how self- concept and self-autonomy are related to cognitive development.	4
5. Define creativity.	8
6. Describe characteristics of right and left brain thinkers.	21
7. Describe and implement elements of a creative environment for children.	5
8. Demonstrate an understanding of how the development of mathematical concepts promotes young children's thinking skills:	
a. one-to-one correspondence	3
b. shapes	2
c. seriation	2
d. time	3
e. space	2
f. numbers	3
9. Implement learning activities that promote cognitive development and enhance children's thinking and questioning skills:	
a. observing	1
b. exploring	2
c. using senses	2
d. making predictions	3
e. classifying	1
f. ordering	2

10. Develop strategies to extend higher level thinking skills across the curriculum.	4

FUNCTIONAL AREA: Media Communications And Technology:	**NN**
1. Explain the purpose and use of current media technology in early childhood settings.	13
2. Operate media technology in early childhood settings:	
a. video camera	15
b. VCR	9
c. 16 mm projector	23
d. slide projector	20
e. overhead projector	20
f. filmstrip projector	13
g. dry mount press	23
h. laminating machine	9
i. tape recorder	4
j. record player	7
k. compact disc player	25
l. laser disc player	22
m. television	10
n. computer	5
3. Describe the pros and cons of the computer as a learning tool with young children.	7
4. Evaluate computer hardware for use with young children.	17
5. Evaluate computer software for use with young children.	13
6. Explain and engage in developmentally appropriate use of computers and computer software with young children.	10
7. Cite research and explain the effects of media (TV, movies, video programs) on children's learning outcomes, behavior, and attitudes.	11
8. Evaluate children's videos, television programs and TV commercials for developmental appropriateness.	6
9. Use developmentally appropriate videos and TV programs with all children.	8
10. Avoid inappropriate videos and TV programs with children.	6
11. Distinguish between appropriate and inappropriate use of teacher made materials.	1
12. Create appropriate teacher made materials for use with young children.	4

13. Demonstrate a belief in professional ethics when using media technology and programs in the early childhood setting.	6
14. Describe communications media advocacy issues.	28
15. Plan and engage in advocacy activities for developmentally appropriate media practices with children.	22

Additional Competencies:

Three junior college instructors and five center directors suggested the following additional competencies:

CURRICULUM DESIGN FOR YOUNG CHILDREN:

- Plan for the needs of individual children.
- Regularly produce creative and innovative materials and activities for young children.
- Explain the connection between the curriculum and the physical environment.
- Assist others in developing appropriate lesson plans and in developing individualized lesson plans for individual children.
- (Demonstrate an ability to) communicate with parents, staff, and children.
- (Demonstrate a) knowledge of the environment and resources to enhance children.
- Have the skills necessary to motivate and control children.

COMMUNICATION SKILLS FOR YOUNG CHILDREN:

- Provide opportunities for children to develop social skills.
- Allow time for children to play and provide a variety of play opportunities.

THINKING AND PROBLEM SOLVING ACROSS THE CURRICULUM:

- Ask open ended questions which stimulate thinking.

Comments

When asked "What do you consider to be the major problem in hiring and keeping early childhood professionals who have skills in organizing and coordinating educational activities?" more than half of the respondents stated that the profession does not offer a high enough salary or benefits to draw persons with experience and education to this position at a child care center. Other responses to the question about hiring and retention problems included low status of the position, shortage of trained professionals, and burn-out.

Along the same line, directors commented that they had limited funds for staffing and that their money would best be spent hiring high quality teachers rather than hiring someone to coordinate curriculum activities. Additionally, several respondents stated that the position of curriculum coordinator requires skills at the bachelor or master degree level. Examples of these comments follow:

- "There is not a career ladder in place to move individuals from teacher to coordinator in most child care settings. How will you approach this?"

- "If someone was able to hire a person who could do all these things, it would be wonderful; but I don't know of any center that has the money for such a person. This sounds good; but this type of person would be working at a public school."

- "The inability to pay the salary required to have a professional who coordinates educational activities would be a (hiring) problem."

- "A curriculum coordinator would need other skills, such as directing the center and serving as a teacher, because many times the positions are all encompassing."

- "By looking at the questions in this survey, it looks like the person in this position would require at least a master's degree...this position wouldn't be needed for every preschool. It would be too expensive to hire this person and material can be purchased that provides much of this information."

- "More specific training (than are in survey competencies) is needed for this type of position."

- "In our area there are few caregivers who even have a CDA. No child care center in the area has a curriculum coordinator. Directors have to do this."

- "If the person can do these skills (listed in the survey) well, I could not afford to pay what they ask for or what they should get paid."

Application Of Results

After reviewing the results of this survey the project director, along with members of the Tech Prep Child Development Project, further investigated the feasibility of developing an advanced specialty career strand for the position of Curriculum Coordinator. The results of the survey and further investigation provided the following information:

- The position of Curriculum Coordinator or Specialist is typically found in public schools, Head Start programs, and United States Armed Services child care organizations. The positions commonly require, at a minimum, a bachelor degree or six years or more experience in a setting which serves young children.
- The few child development centers who employ a person primarily to coordinate educational activities are located at larger junior colleges. The persons employed typically have a minimum of a bachelor degree in child development.
- Numerous competencies in the Communications Skills and Thinking and Problem Solving Across The Curriculum courses repeat objectives in previously developed Tech Prep Early Childhood professions courses.

After reviewing the survey results, and additional information about the position of curriculum coordinator, the Tech Prep Child Development Project Steering Committee recommends that this career strand:

- Be taken at a senior college where the student who has earned an associate degree may take curriculum design courses or teacher certification courses (which include curriculum design and coordination) for a bachelor degree.

and/or

- Be developed at individual junior/community colleges to meet local needs as they are identified.

The Tech Prep Child Development Project is committed to utilizing the information gained from early childhood professionals in this and other surveys to produce and implement advanced skills courses that, taken in conjunction with previous Tech Prep Early Childhood Professions course work, will train students for gainful employment in settings which serve young children throughout the state of Texas. To that end, this survey has been very helpful in determining that the career strand for curriculum coordinator does not appear to be widely marketable in child care centers nor does it appear to be feasible for other employment opportunities at the associate degree with advanced mastery skills level. Because curriculum content, design, coordination, and implementation are vital to developmentally appropriate practice (NAEYC, 1990), it is recommended that institutions of higher education and/or early childhood instructors periodically assess the career strand of curriculum coordinator for need, marketability, and advocacy in center settings.

Findings from this survey will be conveyed to the Governor's Head Start Collaboration Project Professional Development Subcommittee for consideration in a state plan of training and professional development of early childhood professionals.

Completion of advanced skills courses for three other career strands, Special Needs Paraprofessional, School-Age Child Care Specialist, and Administration, are scheduled for June 1993. If you are interested in finding out more about the Tech Prep Child Development Project and/or the advanced specialty career strand courses being developed, please write to the project director before June 1, 1993:

Marilyn Harriman
Tech Prep Child Development Project
Central Texas College
P.O. Box 1800
Killeen, Texas 76540-9990

Thank you for your help!

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References & Resources

EARLY CHILDHOOD PROFESSIONS

BEST COPY AVAILABLE

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Chapel Hill Training And Outreach Project. 800 Eastowne Drive, Suite 150, Chapel Hill, N.C: 27514.

Communication/Therapy Skill Builders. 3830 E. Bellevue Tucson, AR. 85733.

CRM/McGraw-Hill Films. 110 Fifteenth St. Del Mar Ca. 92014.

Davidson Films. 165 Tunstead Ave. San Anselmo, Ca. 94960.

FilmVideo Center. University of Illinois, 1325 Oak Street, Champaign, Il. 61820.

Insight Media. 121 West 85th Street. New York, N.Y. 10024.

Learner Managed Designs. 2201 K West 25th Street, Lawrence, KS. 66047. 913-842-9088.

Maine Association For Infant Mental Health. P.O. Box 311, Machias, ME. 04654.

Meyer Rehabilitation Institute. Media Resource Center, University of Nebraska Medical Center, 444 South 44th Street, Omaha, NE 68131-3795. 402-559-7467.

National Early Childhood Technical Assistance System (NEC-TAS). University of North Carolina at Chapel Hill. Suite 500 NCNB Plaza, Chapel Hill, NC. 27599-8040.

National Film Board of Canada. 1251 Avenue of The Americas. New York, N.Y. 10036.

Pyramid Films. P.O. Box 1048. Santa Monica, Ca.

Research Press. 2612 North Mattis. Champaign, Il. 61820.

School-Age Child Care Project. Wellesley College Center For Research On Women. Wellesley, Ma. 02181.

School-Age NOTES. P.O. Box 40205. Nashville, Tn. 37204.

Variety Preschoolers Workshop. 47 Humphrey Drive, Syosset, NY. 11791-4098. 516-921-7171.

Young Adult Institute. 460 W. 34 St. New York, N.Y. 10001.

841

Resources For Instructors & Students

Administration

American Management Association. 135 W. 50th Street. New York, NY. 10020. 212-586-8100. (*Management Review* magazine.)

Center For Creative Leadership. P.O. Box P-1. 5000 Laurinda Dr. Greensboro, N.C. 27402-1660. 919-288-7210.

Center on Education And Training For Employment. 1900 Kenny Road. Ohio State University. Columbus, Ohio 43210.

National Association For The Education Of Young Children. 1834 Connecticut Avenue, N.W., Washington, DC 20009-5786. 800-424-2460. (*Young Children* magazine)

National Center on Education and The Economy. 39 State St. Suite 500, Rochester, N.Y. 14614. 716-546-7620.

National Center For Research in Vocational Education (NCRVE). Materials Distribution Service. Western Illinois University. 46 Horrabin Hall, Macomb, Il. 61455. 800-637-7652.

The American Society For Training and Development. Box 1443. 1630 Duke Street. Alexandria, Va. 22312. 703-683-8100.

U.S. Department of Labor: Employment and Training Administration. 200 Constitution Avenue N.W., Washington, DC 20210. 202-535-0157.

Women In Management. Two N. Riverside Plaza, Suite 2400, Chicago, Il. 60606. 312-263-3636.

Special Needs Paraprofessional

Chapel Hill Training And Outreach Project. 800 Eastowne Drive, Suite 150, Chapel Hill, N.C.: 27514. 919-490-5577.

Child Development Resources. P.O. Box 299, Lightfoot, Va. 23090.

Children's Center For Developmental Therapy, Inc. **Project Special Care.** 1415 California Street, Houston, TX 77006. 713-522-1131.

Dependent Child Care Management Group, 1405 N. Main. #102, San Antonio, TX 78212.

Extend-A Care. Program Office: 5555 N. Lamar, D113, Austin, TX. 78751.

Institute On Community Integration. University of Minnesota, 109 Pattee Hall, 150 Pillbury Dr. SE, Minneapolis, MN. 55455. 612-624-4512.

Mental Health Law Project. 2021 L. Street N.W.. Washington, D.C. 20036. 202-467-5730.

Resources For Instructors & Students (cont.)

Special Needs Paraprofessional

National Early Childhood Technical Assistance System (NEC-TAS) University of North Carolina at Chapel Hill. Suite 500 NCNB Plaza, Chapel Hill, NC. 27599-8040. 919-962-2001. (Publishes extensive and descriptive list of video materials avialable through education agencies and schools across the U.S.)

National Information Center For Children and Youth With Handicaps, P.O. Box 1492, Washington, D.C. 20013.

Office of Special Education And Rehabilitative Services. *OSERS News In Print.* (Magazine) Room 3129, Switzer Building, 330 C Street, S.W. Washington, D.C. 20202-2524.

Open Door Preschool. 2818 San Gabriel, Austin, TX 78705. 512-477-9632.

The Council For Exceptional Children. 1920 Association Drive, Reston, Va. 22091-1589.

The Children's Foundation. 725 Fifteenth street, N.W., Suite 505, Washington, D.C. 200005.

Texas Education Agency. 1701 N. Congress Avenue. Austin, TX 78701-1494.

School-Age Child Care

Child Care Information Exchange. P.O. Box 2890, Redmond, Wa. 98073. 206-883-9394.

Children's Defense Fund. 25 E. St. N.W., Washington, D.C. 20001. 202-628-8787.

Corporate Fund For Children. 1611 West 6th St. Austin, TX 78703. 512-472-9971.

Project Home Safe. 1555 King St. Alexandria, Va. 22314. 800-252-SAFE.

School-Age Child Care Project, Wellesley College Center For Research on Women. Wellesley, Ma. 02181. 617-283-2547.

School-Age NOTES. (Magazine) P.O. Box 40205. Nashville, Tn. 37204. 615-242-8464.

Texas Education Agency. Tape Library. 1701 North Congress Avenue. Austin, TX. 78701-1494. (To request a listing of titles call 512-463-9047.)

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